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ABSTRACT

This catalogue of student competencies, gleaned from 10,000 competency statements developed by secondary school districts, is designed to allow flexibility at the local level. Districts are free to adopt or modify this set of graduation competencies by following a six-step process: organize, orient a task force, identify priority competency categories, determine needed competencies, prepare a priority list, and secure school district board approval. To facilitate community involvement, an essential feature of the process, three survey instruments are included. Section one of the catalogue is an array of 178 competencies, coded beneath appropriate categories and subcategories. There are ten major categories: reading; writing; listening; speaking; media and communications; computing; family living/health and safety; citizenship; consumerism; and work/career. In section two, 750 performance indicators are arrayed and coded to their corresponding competency. Performance indicators are specific descriptions of the behaviors which prove that a competency has or has not been acquired. The final section of the catalogue presents 192 pages of objective sample test items--at least one for each competency. (CP)

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PERFORMANCE INDICATORS FOR COMPETENCY ASSESSMENT

COMPETENCIES CATALOGUE AND USER'S GUIDE

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A Resource for School Districts Interested in
Defining and Testing for Minimal Competencies

December 15, 1978

State Board of Education
Jack Witkowsky, Chairman

Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

MINIMAL COMPETENCY TESTING RESOLUTION

WHEREAS the State Board of Education has been studying the complex issue of minimal competency testing for many months, most recently providing detailed information to the General Assembly in response to SR 180, and

WHEREAS the Illinois Office of Education has developed and is now testing comprehensive procedures and materials to assist school districts to develop local minimal competency requirements and procedures, and

WHEREAS several major school districts in Illinois now have or are committed to developing a minimal competency program, while many more have requested the assistance of the Illinois Office of Education in this area, and

WHEREAS the State Board of Education, pursuant to its powers and duties under Section IA-4C of The School Code of Illinois, is deeply involved in a comprehensive policy study of the issue, now therefore

The State Board of Education resolves and directs the State Superintendent to urge the General Assembly and Congress to withhold final action of the proposed legislation mandating minimal competency testing, and resolves and directs the State Superintendent to draft legislation directing the State Board of Education to encourage and assist school districts to develop local minimal competency programs voluntarily, and to report to the General Assembly within two years the results of its efforts, its policy study of the issue and its recommendations, including cost analysis, concerning minimal competency testing.

Adopted by the State Board of Education March 9, 1978

Foreword

The accompanying document, *Performance Indicators for Competency Assessment*, is intended to provide local school districts with materials to assist in the definition and establishment of student competency programs. These materials place emphasis on the establishment of a community consensus concerning competency requirements for students.

The technical materials offer a range of student competencies, performance indicators, and sample test items that can be used to assist in the development of locally established student competency programs.

The State Board of Education and the Illinois Office of Education encourage local districts to establish minimal competency programs, and are appreciative of the interest and involvement demonstrated by citizens and educators in addressing accountability concerns in Illinois.

Sincerely,

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

PERFORMANCE INDICATORS FOR COMPETENCY ASSESSMENT

USER'S GUIDE

A Resource for School Districts Interested in
Defining and Testing for Minimal Competencies

December 15, 1978

State Board of Education
Jack Witkowsky, Chairman

Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

USER'S GUIDE

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SB 238

AN ACT to add Sections 2-3.41 and 10-2C.25 to and to amend Section 34-18 of "The School Code", approved March 18, 1961, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 34-18 of "The School Code", approved March 18, 1961, as amended, is amended, and Sections 2-3.41 and 10-20.25 are added thereto, the added and amended Sections to read as follows:

(Ch. 122, new par. 2-3.41)

Sec. 2-3.41. Minimal competency testing. To prepare procedures and materials to encourage and assist local school districts to develop minimal competency testing programs. Such procedures and materials shall be developed by December 15, 1978. To report to the General Assembly recommendations for legislation resulting from its policy study and cost analysis by June 30, 1980.

(Ch. 122, new par. 10-20.25)

Sec. 10-20.25. Minimal competency testing. To prepare and submit such reports related thereto as may be requested by the Illinois Office of Education.

(Ch. 122, par. 34-18)

Sec. 34-18. Powers of the board.

Sec. 34-18.8. The board shall prepare such reports related to minimal competency testing as may be requested by the Illinois Office of Education.

Sec. 2-3 relates to the power and duties of the State Board of Education.

Sec. 10-20 relates to duties of school board.

Sec. 34-18 relates to powers of the school board of cities over 500,000 population.

WHAT ARE SCHOOL LEAVING COMPETENCIES?

School leaving competencies are statements of the practical knowledge and skills which school districts and their communities believe their students must have before leaving high school. For example, if the competency "Comprehend newspapers and magazines" (Page 4 of the Competencies Catalogue) were included in a school district's set of competencies, each student would be required to furnish proof that he or she has mastered that competency before leaving high school.

Each competency is accompanied by at least one "performance indicator." Performance indicators provide specific descriptions of the behaviors which serve as proof that a competency has or has not been acquired. For example, one performance indicator for the competency stated above might be, "Given a newspaper, the student will correctly respond to _____ out of five questions indicating his/her ability to locate specific information in the classified section by properly using the classification index." (Page 35 of the Competencies Catalogue.)

WHY WERE THE COMPETENCIES CATALOGUE AND USER'S GUIDE DEVELOPED?

The Competencies Catalogue and User's Guide are provided to Illinois school districts in keeping with the philosophy of encouraging districts to choose from a wide variety of options for educational improvement.

Both the Catalogue and User's Guide were designed to allow flexibility at the local level. District personnel may implement the process described in the User's Guide and use the material in the Competencies Catalogue in the manner most appropriate to district needs and resources. Similarly, there is flexibility in terms of the ways local districts choose to use their sets of competencies once they are defined. Some suggestions relative to their use are presented on Page 36 of this Guide.

WHAT ARE THE SOURCES AND NATURE OF THE MATERIAL IN THE COMPETENCIES CATALOGUE AND USER'S GUIDE?

The competencies in the Catalogue and the process described in the User's Guide for defining a school district set of competencies are derived from five years of practical experience in various school districts nationally. The competencies in the Catalogue were gleaned from among approximately 10,000 competency statements developed by secondary school districts.

Many states and local school districts have begun revising their high school graduation requirements. As one result, student performance requirements (competencies) have been added to credit and attendance requirements. These performance requirements are minimum competencies each individual district is willing to accept as evidence that students are equipped to function in the society in which they live.

The competencies in the Catalogue are classified under ten categories. The categories represent the knowledge and skills required to function in various life roles:

01	Reading	Communicating
02	Writing	
03	Listening	
04	Speaking	
05	Media and Communications	
06	Computing	
07	Family Health and Safety (including Family Living)	
08	Citizenship	
09	Consumerism	
10	World of Work and Career	

WHY USE THE COMPETENCIES CATALOGUE AND USER'S GUIDE?

Nationally, concern over the quality of education has led citizens and educators alike to pay closer attention to the intended outcomes of schooling. Citizens are often no longer willing to pay for school systems which do not have clear and publicly acceptable statements of intended outcomes. Increasing numbers of school teachers and administrators recognize the usefulness of stated student performance requirements as means of communication with the community, with students and among themselves.

The Illinois Office of Education is providing the Competencies Catalogue and User's Guide to local districts as a resource they can use to explore the school leaving competencies concept. If a district decides to define and use a district set of competencies, the User's Guide can provide a step-by-step process for defining a district set and the Catalogue can provide "starter" competency statements.

District staff and community representatives can use the Competencies Catalogue to help them avoid "reinventing the wheel" by:

- Adopting entirely those competencies which meet local needs
- Adapting those which require modification to meet local needs
- Deleting elements which appear locally to be irrelevant or too controversial
- Using the Guide and Catalogue as a resource in generating new competencies, if desired

WHAT IS THE PROCESS FOR DEFINING A DISTRICT SET OF SCHOOL LEAVING COMPETENCIES?

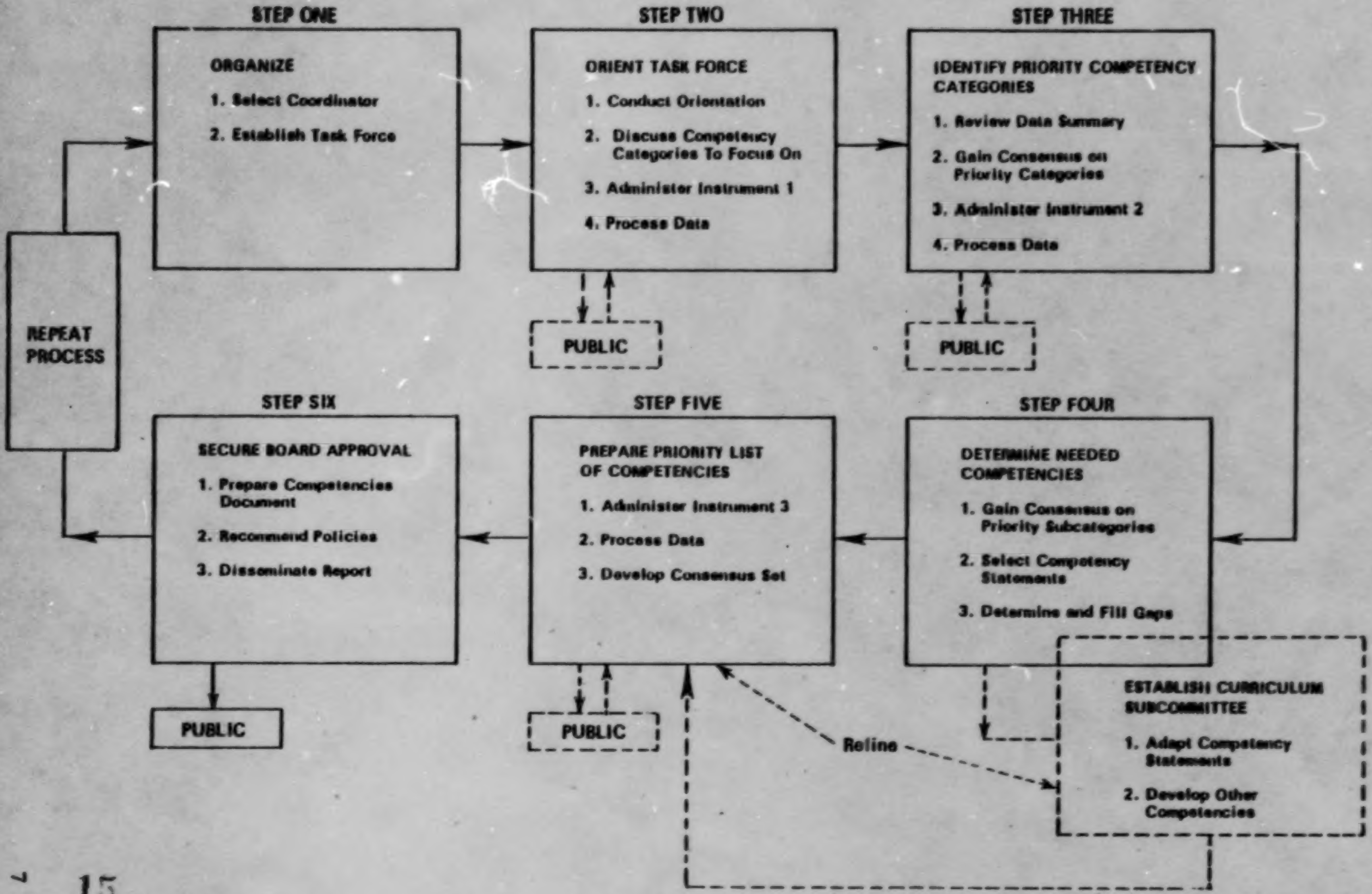
The process for defining a district set of school leaving competencies is illustrated in Figure 1 on the next page. Only six steps are required to produce and make public a set of competencies approved by the local school district Board. Identifying performance indicators and sample test items may be accomplished by repeating the process or by assigning the task to school district staff.

Early and repeated involvement of the community in providing input for decision making is an essential characteristic of the process. To facilitate securing input from the community, three survey instruments are included with the User's Guide. Responses on the first instrument should help decision makers determine competency categories that need to be focused on. Responses on the second instrument should help prioritize subcategories of competencies. The third instrument is designed to validate the list of competencies tentatively proposed by the decision makers.

On the pages that follow, step-by-step procedures for defining a district set of school leaving competencies are presented. Each step in the process involves choices to be made by school districts depending upon the local situation. Concerns that are generally predictable for some procedures are discussed.

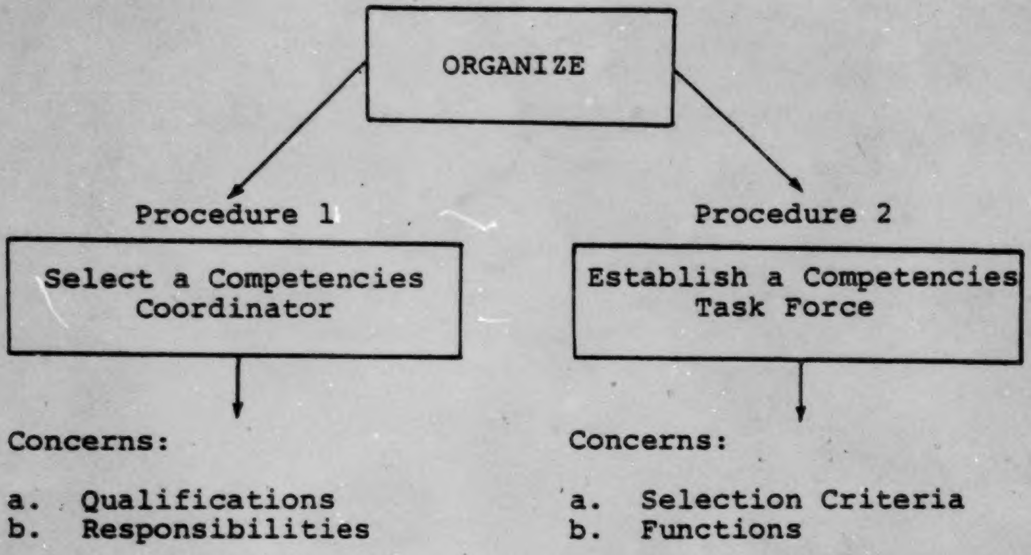
Figure 1

Defining A District Set of School Leaving Competencies – The Process


STEP ONE
ORGANIZE
1. Select Coordinator
2. Establish Task Force
STEP TWO
ORIENT TASK FORCE
1. Conduct Orientation
2. Discuss Competency Categories To Focus On
3. Administer Instrument 1
4. Process Data
PUBLIC
STEP THREE
IDENTIFY PRIORITY COMPETENCY CATEGORIES
1. Review Data Summary
2. Gain Consensus on Priority Categories
3. Administer Instrument 2
4. Process Data
PUBLIC
REPEAT PROCESS
STEP SIX
SECURE BOARD APPROVAL
1. Prepare Competencies Document
2. Recommend Policies
3. Disseminate Report
PUBLIC
STEP FIVE
PREPARE PRIORITY LIST OF COMPETENCIES
1. Administer Instrument 3
2. Process Data
3. Develop Consensus Set
PUBLIC
STEP FOUR
DETERMINE NEEDED COMPETENCIES
1. Gain Consensus on Priority Subcategories
2. Select Competency Statements
3. Determine and Fill Gaps
ESTABLISH CURRICULUM SUBCOMMITTEE
1. Adapt Competency Statements
2. Develop Other Competencies
Refine

STEP ONE: ORGANIZE

The first step is the designation of persons who will be responsible for developing a district set of school leaving competencies. Procedures and concerns are as follows:


ORGANIZE
Procedure 1
Select a Competencies Coordinator
Concerns:
a. Qualifications
b. Responsibilities
Procedure 2
Establish a Competencies Task Force
Concerns:
a. Selection Criteria
b. Functions

Procedure 1: Designate a Competencies Coordinator

a. A coordinator should be selected who has the time and commitment to manage the competencies definition effort from its beginning at least until the Board-approved district set of competencies is made public. He or she should be a local resident as well as a member of the school district staff. A high energy level and good task orientation are required.

Other suggested qualifications include:

- A working knowledge or willingness to learn the competencies concept, content and implementation procedures
- Skills in organizing and managing
- Status recognized by district personnel
- Rapport with staff

b. Responsibilities of the Competencies Coordinator may include:

- Convene and serve as facilitator for the Competencies Task Force
- Coordinate planning, scheduling, conduction and monitoring of competencies definition activities
- Present the Competencies Task Force's proposals and reports to the district school board
- Provide liaison between the Task Force and members of the school district staff

Procedure 2: Establish a Competencies Task Force

a. Members selected for the Competencies Task Force should have time for and an interest in serving and should represent the views of a cross section of the citizens of the community. Selection procedures need to be defensible to the public and conducive of efficient task force operations.

Procedures for selection of the Competencies Task Force members should be patterned after the selection procedures typically used by the local district for selecting members of other advisory groups. The procedure may be to have the school board appoint members, to have the superintendent or Competency Coordinator appoint members, to select members at random to represent pre-specified constituencies or to openly invite persons from the community to serve. The latter strategy, although publicly defensible, may yield an unwieldy group numerically that lacks continuity and thus lacks efficiency. Membership should include:

- Representatives of the generally recognized opinion leaders in the community
- Representatives of a cross section of the local management, labor, service, religious, governmental and cultural groups
- Representatives of parents of children of school age at various grade levels
- Representatives of various ethnic and socio-economic groups
- Representatives of school district staff and students from various curriculum areas and grade levels

To help insure representativeness, the size of the Task Force should range from 15 to 25 members. At least four alternate members should be designated. Any member may represent more than one constituency, but a balance should be maintained in the representation of the various constituencies.

b. Functions and responsibilities of the Competencies Task Force include:

- Providing input, based on present knowledge and discussions with or surveys of their constituencies, relative to community values and to the educational, societal and vocational needs of citizens that schools can appropriately address
- Advising the Competencies Coordinator relative to timelines and processes of the competencies definitions effort

- Advising the Competencies Coordinator relative to the major categories and subcategories of competencies to be focused on

- Providing input for the Competencies Coordinator relative to selecting and adapting "ready made" competencies and/or developing new competency statements

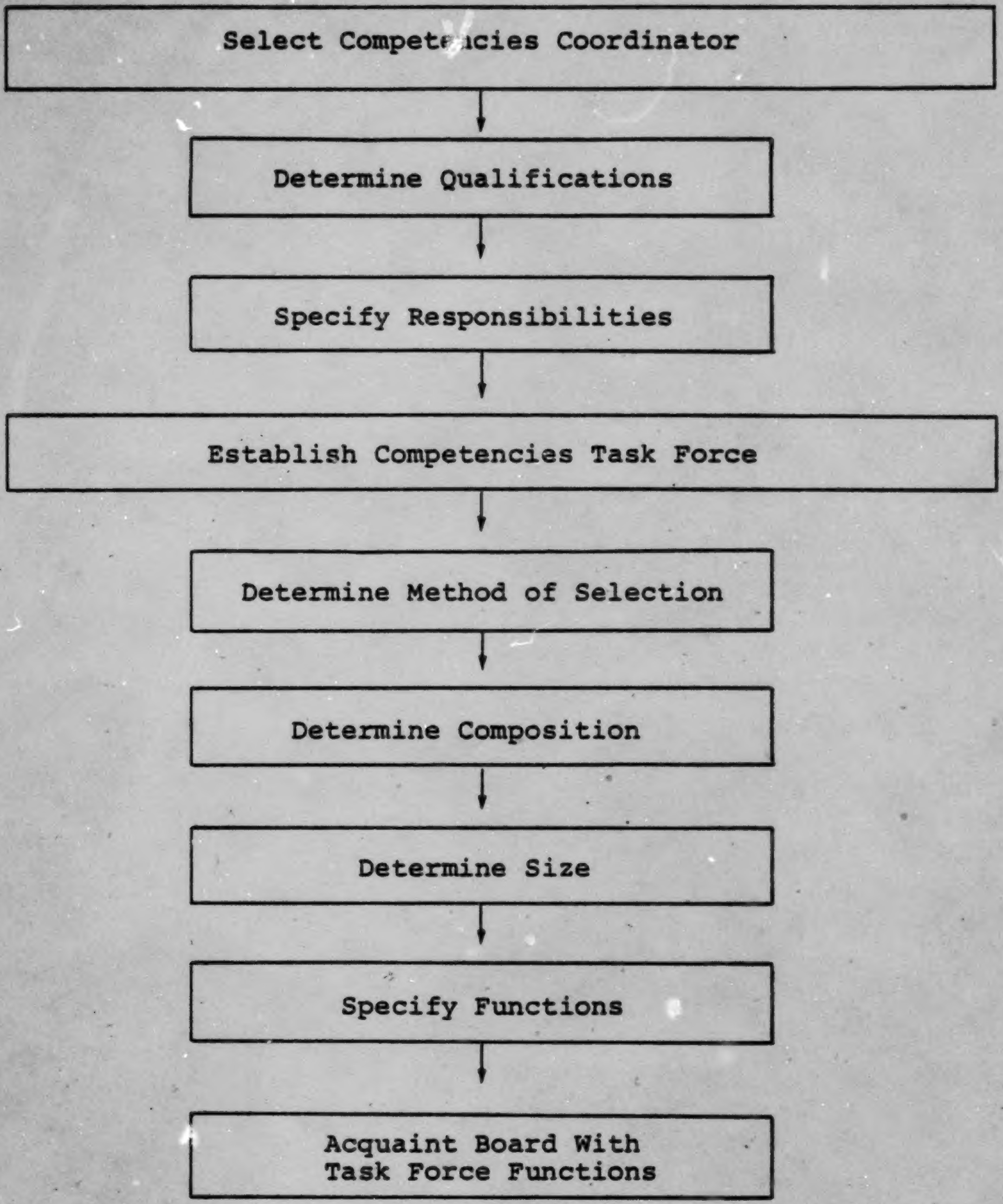
- Recommending a district set of competencies to the district school board for adoption

The general nature of the Task Force's functions will vary depending on whether the Task Force members alone are respondents to Instruments 1, 2 and 3 or these survey instruments are circulated to other community members. The less the larger community is involved, the more critical the representativeness of the Task Force becomes.

It is important that the district Board be advised as early as possible of the competencies definition effort and the functions of the Competencies Task Force. Depending on the local situation, the matter might be an "action" item on the Board agenda (seeking approval to proceed) or an "information" item.

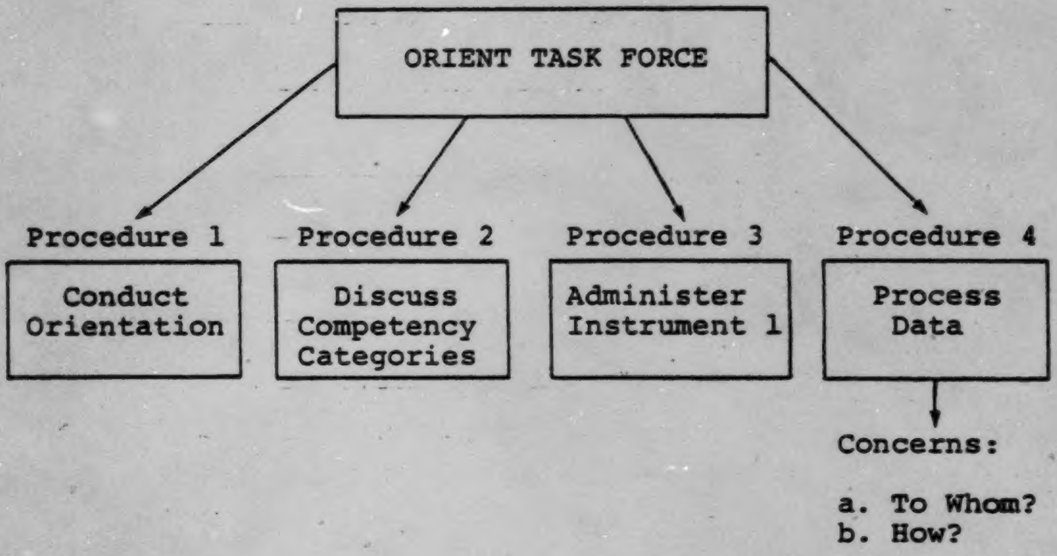
FLOWCHART

SUMMARY OF STEP ONE


Select Competencies Coordinator
Determine Qualifications
Specify Responsibilities
Establish Competencies Task Force
Determine Method of Selection
Determine Composition
Determine Size
Specify Functions
Acquaint Board With Task Force Functions

STEP TWO: ORIENT TASK FORCE

STEP TWO begins with the Competencies Coordinator convening the Competencies Task Force for its first meeting. Three procedures comprise the agenda for the meeting: (1) orienting the Task Force to the concept of school leaving competencies, the process for defining a district set and the responsibilities of Task Force members; (2) discussing general competency categories to focus on; and (3) administering Instrument 1. A fourth procedure involves the Competencies Coordinator's processing the data yielded in response to Instrument 1.


ORIENT TASK FORCE
Procedure 1
Conduct Orientation
Procedure 2
Discuss Competency Categories
Procedure 3
Administer Instrument 1
Procedure 4
Process Data
Concerns:
a. To Whom?
b. How?

Procedure 1: Conduct Orientation

The Competencies Coordinator is responsible for orienting the Task Force. The Coordinator should distribute copies of the Competencies Catalogue and User's Guide to Task Force members and then:

- Describe the nature and purpose of school leaving competencies (see P. 1 of the User's Guide).
- Describe why the Competencies Catalogue and User's Guide were developed (see P. 2 of the User's Guide).
- Describe the sources and nature of the material in the Competencies Catalogue and User's Guide (see P. 3 of the User's Guide).
- Give the rationale for using the Catalogue and Guide (see P. 5 of the User's Guide).
- Review the process for defining a district set of competencies, step-by-step, and describe the final products expected as a result of the work (see Figure 1, P. 7 of the User's Guide).
- Describe the format and content of the Competencies Catalogue (see the Table of Contents of the Competencies Catalogue).
- Discuss the functions and responsibilities of the Task Force members (see Pp. 10 and 11 of the User's Guide).
- Establish timelines, cooperatively with the Task Force, for completion of each of STEPS ONE through SIX.

Procedure 2: Discuss Priority Competency Categories

The Task Force should refer to the Table of Contents for the Competencies Catalogue and discuss tentatively which of the ten categories of competencies should be focused on in the local district.

Procedure 3: Administer Instrument 1

Instrument 1, a copy of which appears in Appendix A of this Guide, lists the ten categories of competencies referred to in the Table of Contents of the Catalogue. The instrument asks respondents to indicate:

1. Whether (yes/no) each category represents knowledge and skills students must have before leaving high school.

2. If yes, to what extent each category is an important one (1=undecided, 2=minimally, 3=some importance, 4=considerable importance, 5=very important).

Instrument 1 is designed to help identify competency categories on which the district should focus and thus limit the numbers and kinds of competencies to be included in the district set.

Concerns:

a. To whom should Instrument 1 be administered?

The Task Force should choose whether respondents to the instruments will include Task Force members or other community representatives or both. If the Task Force is to be included, the members can complete the instrument at the first meeting. If other community representatives are to be included, the Coordinator must clear with the Task Force the group(s) that will receive the instrument (see P. 10 for suggested representative groups).

b. How should Instrument 1 be administered?

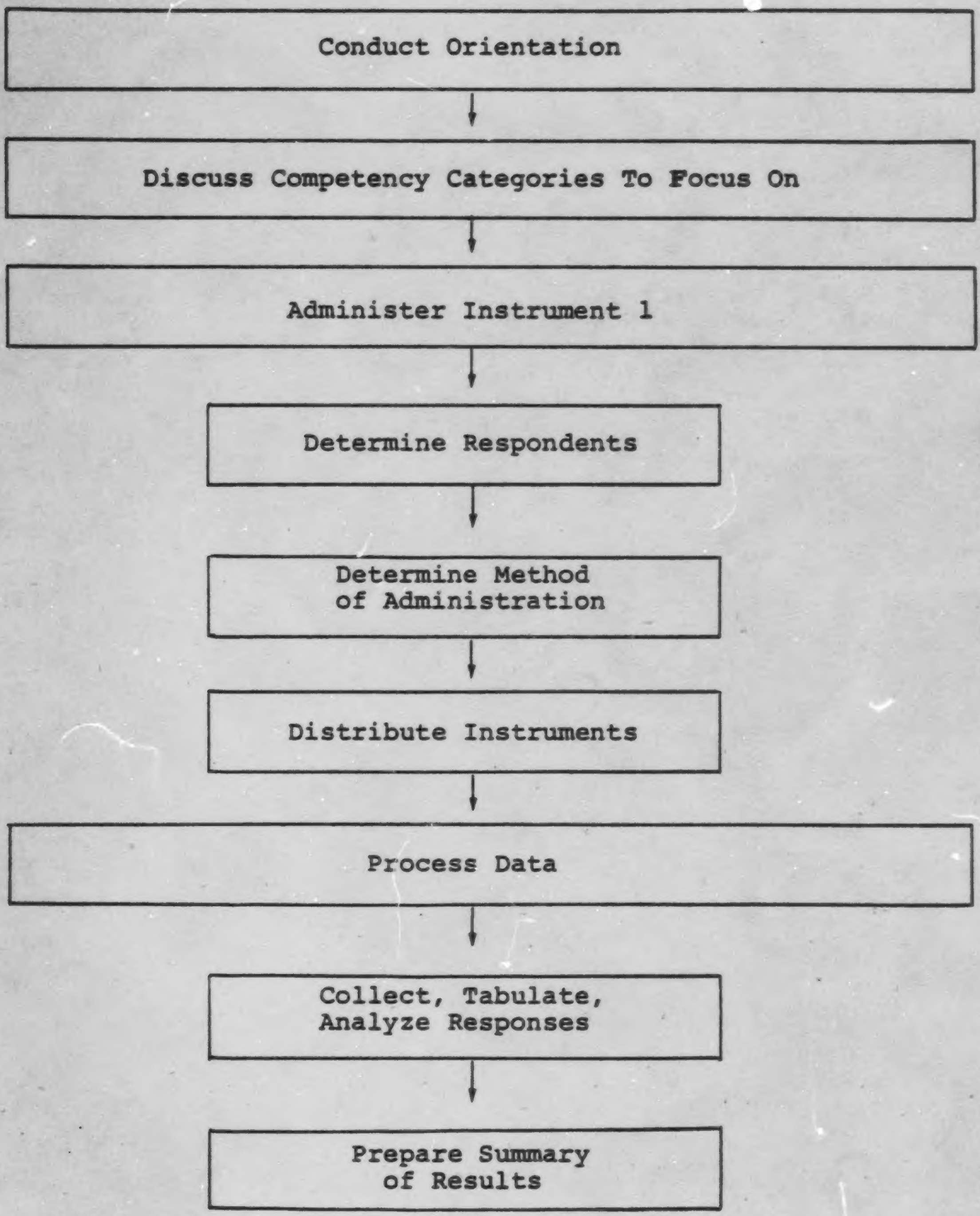
If respondents to the instrument are to include community representatives other than the Task Force members, the question of specifically how to administer the instrument must be addressed. If all members of a particular constituency are to be included (e.g., all principals or all eleventh grade students), the Coordinator can obtain appropriate lists and send a copy to each member of the constituency, with instructions for completing and returning it by a specified date. If some members are to be selected from any constituencies, they may be selected arbitrarily (e.g., representatives of the generally recognized influence structure in the community) or through sampling procedures. Sampling may be formal (e.g., assigning a number to each name on a list of students and using a table of random numbers to select respondents) or sampling may be informal (e.g., sending a package of instruments to the secretary of a community service organization requesting that members be selected at random to respond to the instrument).

Procedure 4: Process Data

It is the Coordinator's responsibility to distribute the instrument as the Task Force chooses and to collect, tabulate, analyze and summarize responses before the next Task Force meeting. The summary should show, for each category of competencies: (1) the percentage of respondents who indicated that it represents knowledge and skills students must have before leaving high school, and (2) the mean rating on importance of the category across all respondents.

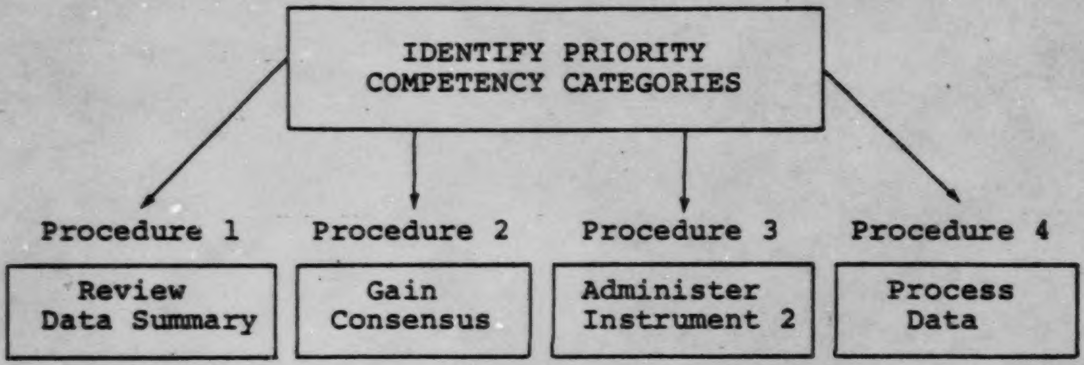
FLOWCHART

SUMMARY OF STEP TWO


Conduct Orientation
Discuss Competency Categories To Focus On
Administer Instrument 1
Determine Respondents
Determine Method of Administration
Distribute Instruments
Process Data
Collect, Tabulate, Analyze Responses
Prepare Summary of Results

STEP THREE: IDENTIFY PRIORITY COMPETENCY CATEGORIES

The third step in the process of defining a district set of school leaving competencies involves four procedures: (1) reviewing the summary of results of the administration of Instrument 1; (2) gaining consensus on priority categories of competencies; (3) administering Instrument 2, and (4) processing data.


IDENTIFY PRIORITY COMPETENCY CATEGORIES
Procedure 1
Review Data Summary
Procedure 2
Gain Consensus
Procedure 3
Administer Instrument 2
Procedure 4
Process Data

Procedure 1: Review Data Summary

The Competencies Coordinator should guide the Task Force through the review of the summary he/she has prepared of the results of the administration of Instrument 1. Task Force members should agree with the Coordinator's "cutoff" scores which define "high priority" competency categories or agree on other cutoff scores. For example, a high priority competency category might be defined as one which received at least 50% "Yes" responses and a mean importance rating of at least 3.5.

Procedure 2: Gain Consensus on Priority Categories

The outcome of this procedure should be a limited, high priority set of categories of competencies which represent knowledge and skills the district and its community believe the student must have before leaving high school. Although the cutoff score referred to in Procedure 1 is helpful in establishing priorities, further negotiation may be required to achieve consensus among Task Force members.

The Competencies Coordinator should guide the consensus-seeking process, referring Task Force members to the Competencies Catalogue for clarification of such questions as "How many and what kinds of competencies are triggered when a particular category is identified as high priority?" The Task Force should consider the feasibility of its selection in terms of the effort (time and resources) it will take to select and define competencies in a chosen category, the apparent level of commitment to or interest in change held by the staff in courses related to a chosen category, and the proportionate number of the students in the district whose learning will be affected by definition of competencies in a chosen category.

Procedure 3: Administer Instrument 2

The "narrowing down" process used in defining a district set of competencies continues by means of seeking opinions as to which subcategories of the categories given priority in Procedure 2 are most important. Instrument 2, Appendix B, is designed for this purpose. The instrument is prepared so that each category with subcategories begins on a new page. Districts may duplicate and use only those pages that refer to categories already given priority by the Task Force.

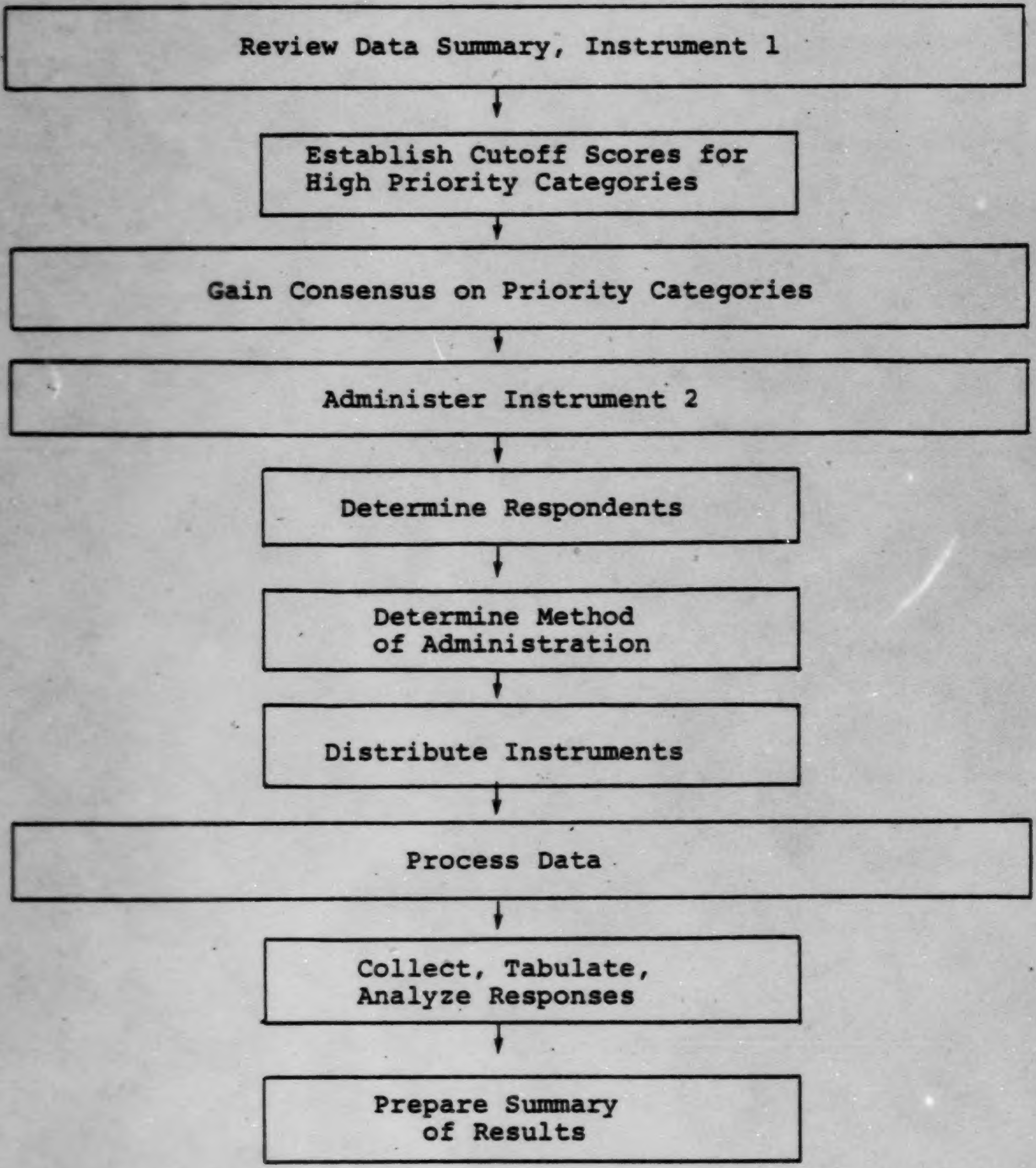
As with Instrument 1, the Task Force needs to determine how and to whom Instrument 2 should be administered (see Pp. 15 and 16 for discussion of these concerns).

Procedure 4: Process Data

The Competencies Coordinator is responsible for circulating Instrument 2 as the Task Force indicates and to collect, tabulate and summarize responses for discussion at the next Task Force meeting. For each subcategory of competencies in the categories already given priority, the summary should show: (1) the percentage of respondents who indicated that the subcategory represents knowledge and skills students must have before leaving high school, and (2) the mean rating on importance of the subcategory across all respondents.

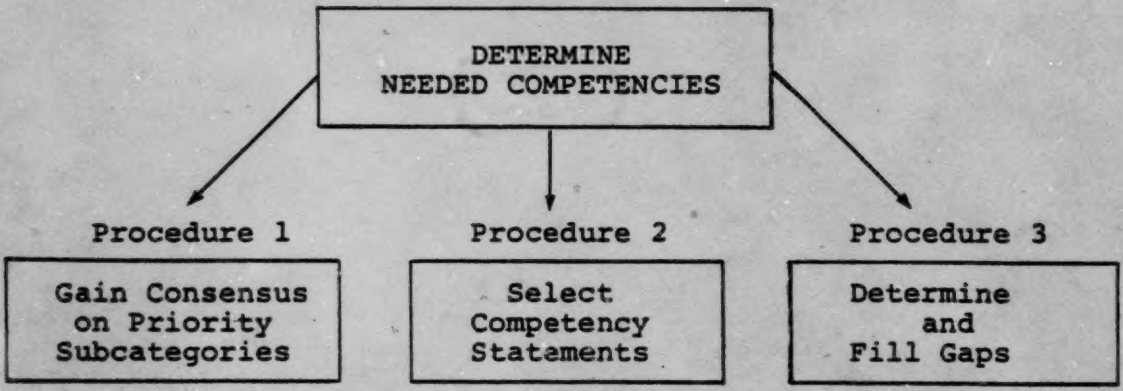
FLOWCHART

SUMMARY OF STEP THREE


Review Data Summary, Instrument 1
Establish Cutoff Scores for High Priority Categories
Gain Consensus on Priority Categories
Administer Instrument 2
Determine Respondents
Determine Method of Administration
Distribute Instruments
Process Data
Collect, Tabulate, Analyze Responses
Prepare Summary of Results

STEP FOUR: DETERMINE NEEDED COMPETENCIES

STEP FOUR concludes the prioritizing of categories and subcategories, and proceeds with the identification of specific competencies. Three procedures are involved: (1) gaining consensus on priority subcategories, (2) selecting appropriate competency statements in the priority subcategories from the Competencies Catalogue, and (3) determining and filling gaps in the list (i.e., supplying additional competencies the Task Force believes the students must have before leaving high school).


DETERMINE NEEDED COMPETENCIES
Procedure 1
Gain Consensus on Priority Subcategories
Procedure 2
Select Competency Statements
Procedure 3
Determine and Fill Gaps

Procedure 1: Gain Consensus on Priority Subcategories

The procedure is similar to that described in Procedures 1 and 2 for gaining consensus on priority categories, Pp. 18-19. The procedure involves the Task Force's review of the Coordinator's data summary for Instrument 2, and establishing cutoff scores for assigning priorities.

Procedure 2: Select Competency Statements

The next procedure is to select from the Competencies Catalogue those competency statements that appear to fit precisely the consensus set of priority categories and subcategories. The level of generality varies among the competencies listed in the Catalogue, providing districts some choice in this respect among competencies within subcategories. Again, the Task Force needs to reach consensus since those competencies selected become candidates for the set of competencies that the Task Force will recommend to the district Board.

Procedure 3: Determine and Fill Gaps

A review should be made by the Task Force of the consensus set of priority categories and subcategories and the related competencies selected from the Catalogue. Curriculum specialists, teachers and students in pertinent subject matter fields may be called upon to serve as resource persons. Some gaps in terms of knowledge and skills the Task Force believes the students must have before leaving high school may become apparent. If no gaps are identified, the Task Force may move on to STEP FIVE. If, however, there are some obvious omissions, the Task Force should identify them specifically and (1) adapt additional competency statements from the Catalogue or (2) develop additional statements of its own to meet the local district's unique needs. The entire Task Force may perform these two tasks as a committee of the whole or establish a curriculum subcommittee to perform them (see

Figure 1, P. 7, for an illustration of this Task Force option) subject to Task Force review and ratification.

The Coordinator and the Task Force should keep in mind that there is an infinite number of school leaving competencies possible for each priority category and subcategory. The Task Force is seeking the minimum number of most critical competencies each student must have before leaving high school.

Adapting Competency Statements

If gaps in the initial list of selected competencies are identified, a review of the competency statements under the relevant priority categories and subcategories in the Catalogue may surface some statements that can be adapted to fit the district's needs but were passed in Procedure 2 above because they did not fit precisely. Deleting, changing or adding words in the Catalogue statements may be all that is required.

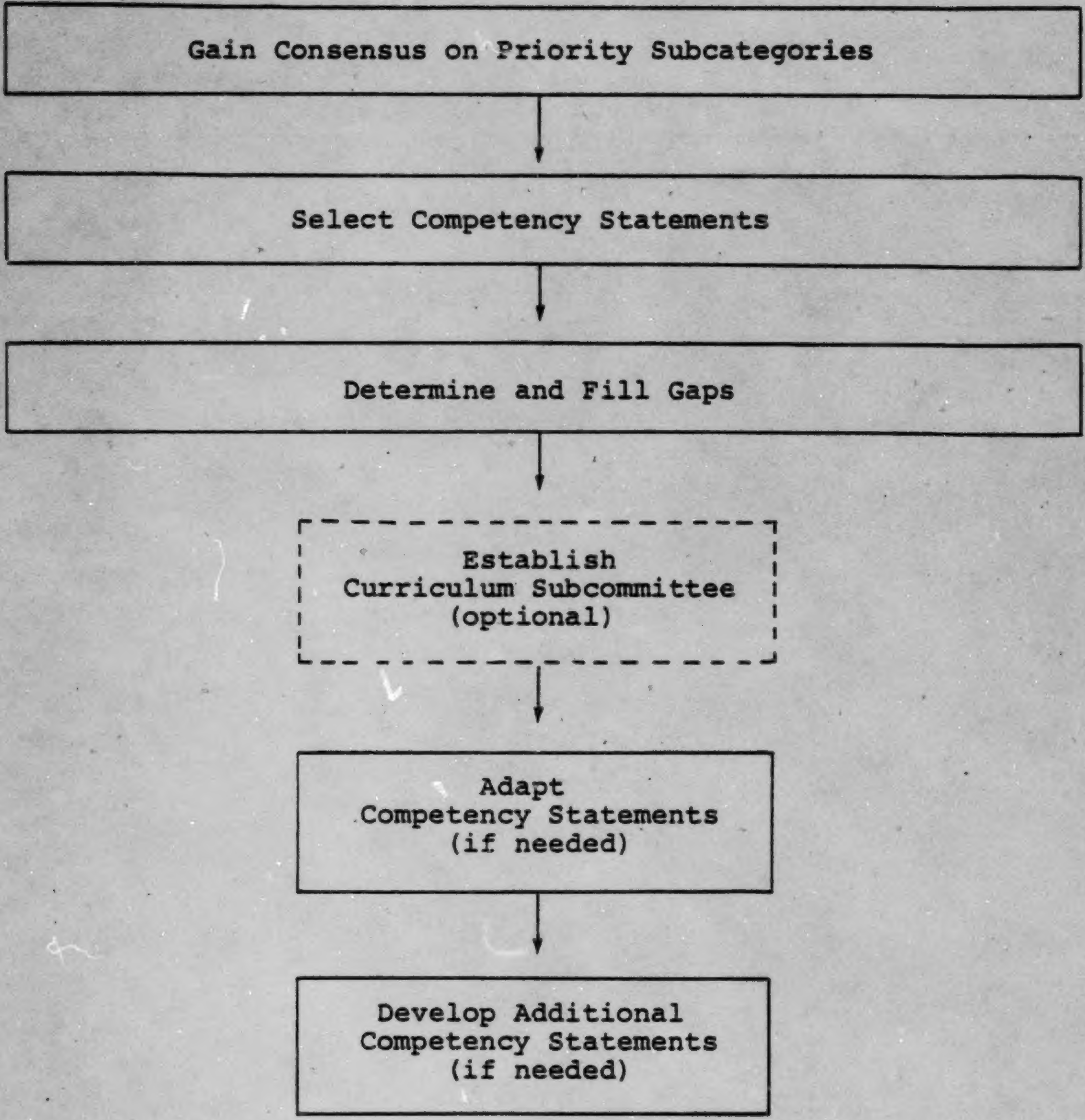
Developing Other Competency Statements

The Catalogue serves as a resource in the sense that it provides model competency statements of expectations regarding students' practical knowledge and skills. If the Task Force feels that competencies are required that cannot be adopted or adapted from the Catalogue, it may develop its own using the competencies in the Catalogue as models to help guide the work.

Ideally, competency statements are very short, containing a verb (with the subject, the student, understood) and an object. The typical competency in the Catalogue is stated on one line, for example, "Know basic first aid skills," P. 18.

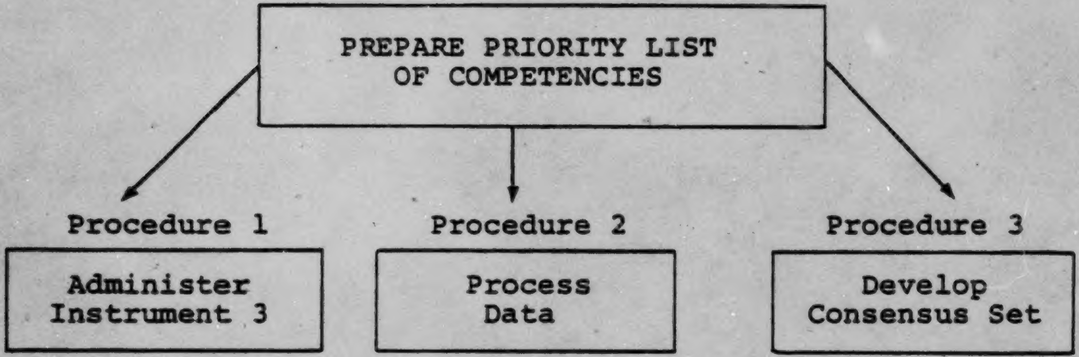
FLOWCHART

SUMMARY OF STEP FOUR


Gain Consensus on Priority Subcategories
Select Competency Statements
Determine and Fill Gaps
Establish Curriculum Subcommittee (optional)
Adapt Competency Statements (if needed)
Develop Additional Competency Statements (if needed)

STEP FIVE: PREPARE PRIORITY LIST OF COMPETENCIES

Given a list of competencies assembled through adoption or adaptation of competency statements in the Catalogue or through development of new statements, the Task Force should review and validate the list with a view toward retaining only those competencies it wants to recommend to the district Board as the district set. Procedures involved in this step are: (1) administering Instrument 3; (2) processing the data, and (3) developing a consensus set of competencies for the Board to consider for approval.


PREPARE PRIORITY LIST OF COMPETENCIES
Procedure 1
Administer Instrument 3
Procedure 2
Process Data
Procedure 3
Develop Consensus Set

Procedure 1: Administer Instrument 3

A copy of Instrument 3 is presented in Appendix C. It is designed to secure respondents' views toward each of the competencies in the Task Force's list in terms of how important it is that each student have the competency before he/she leaves high school. As was the case with Instruments 1 and 2, the

Task Force needs to decide how and to whom Instrument 2 is to be administered. Suggestions on options for administering Instrument 3 are the same as those for Instruments 1 and 2, Pp. 15-16. Of course, the Task force may vary its choices of how and to whom each instrument is administered. The Task Force lists on Instrument 3 the competencies it has identified and wishes validated. Code numbers may be expanded to include adapted or newly developed competencies.

Procedure 2: Process Data

The Competency Coordinator is responsible for distributing Instrument 3 as the Task Force chooses, for collecting, tabulating and analyzing the data and for summarizing results. The summary should show the mean importance rating for each competency listed on the instrument. Cutoff scores should be established by the Task Force in terms of the mean importance rating required to qualify a competency for inclusion in the set to be submitted to the Board for approval.

Procedure 3: Develop Consensus Set

The Coordinator should guide the Task Force to consensus on a set of competencies it will recommend to the Board. If the Task Force chose in STEP FOUR to establish a Curriculum Subcommittee, it may want to call on that subcommittee again to suggest final refinements in competency statements and/or to assist in the Task Force's negotiations toward consensus. Suggested final screening criteria to apply to each competency on the Task Force's list are whether the competency is:

- Critical -- must be possessed by each student in the district before leaving high school

- Practical -- represents a basic life role-related knowledge or skill which the district judges essential for students to learn

- Teachable -- can be taught within the K-12 public school experience

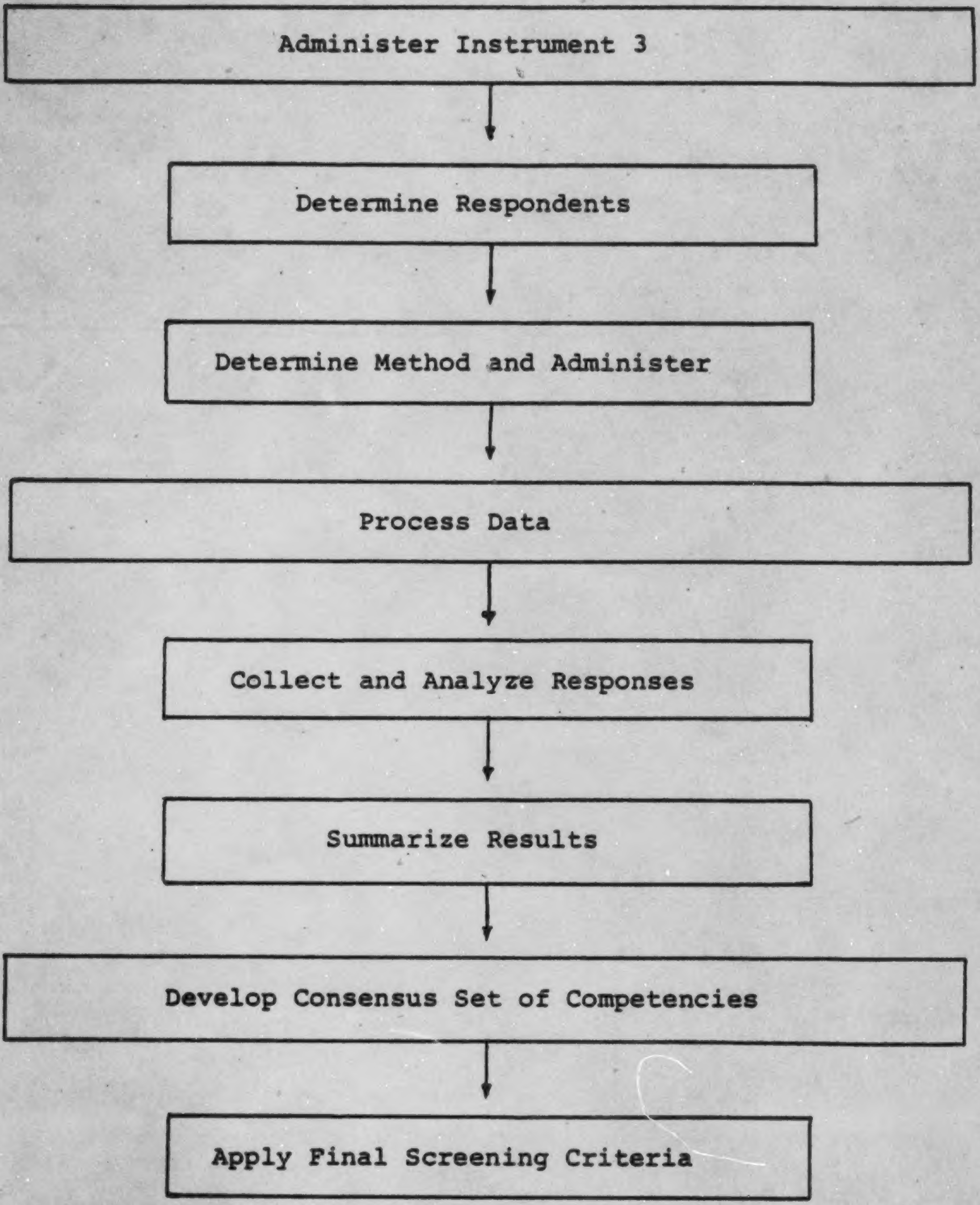
- Learnable -- can be mastered by all nonspecial education students

- Certifiable -- represents measurable or observable behavior

- Understandable -- is concise and free of ambiguity or jargon

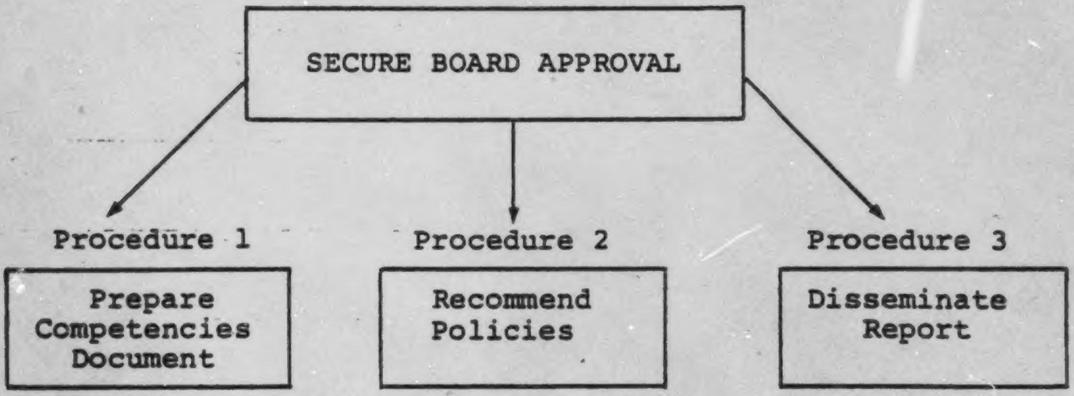
FLOWCHART

SUMMARY OF STEP FIVE


Administer Instrument 3
Determine Respondents
Determine Method and Administer
Process Data
Collect and Analyze Responses
Summarize Results
Develop Consensus Set of Competencies
Apply Final Screening Criteria

STEP SIX: SECURE BOARD APPROVAL

The Competencies Coordinator is responsible for the Task Force's recommended district set of competencies being placed on the Board's agenda as an action item. The Task Force's letter of transmittal may include recommendations the Task Force wishes to make relative to policies concerning the district set of competencies, ideas about distribution and use of the competencies document, and/or other pertinent matters. STEP SIX involves the following procedures:


SECURE BOARD APPROVAL
Procedure 1
Prepare Competencies Document
Procedure 2
Recommend Policies
Procedure 3
Disseminate Report

Procedure 1: Prepare Competencies Document

The document prepared by the Task Force and submitted to the district Board for approval may be titled, "A Set of School Leaving Competencies, _________ District, Number ___." The competencies recommended by the Task Force should be listed under the appropriate life role, category and subcategory classifications, for example:

Procedure 2: Recommend Policies

A letter of transmittal signed by Competencies Task Force members should accompany the competencies document submitted to the Board. The letter can describe briefly the procedures used by the Task Force in the competencies definition process and the rationale for the set of competencies being recommended. The Task Force may also wish to recommend policy changes that relate to the district set of competencies, e.g., "The competencies will be incorporated into the district's goals and objectives." Ideas relative to uses of the district set of competencies may be conveyed by the Task Force to the Board (please see Page 36 for alternative uses).

Based on its involvement with school district staff and community representatives in the competencies definition process, the Task Force may have some useful suggestions for the Board in terms of who should receive copies of the competencies document and the manner in which dissemination should be accomplished.

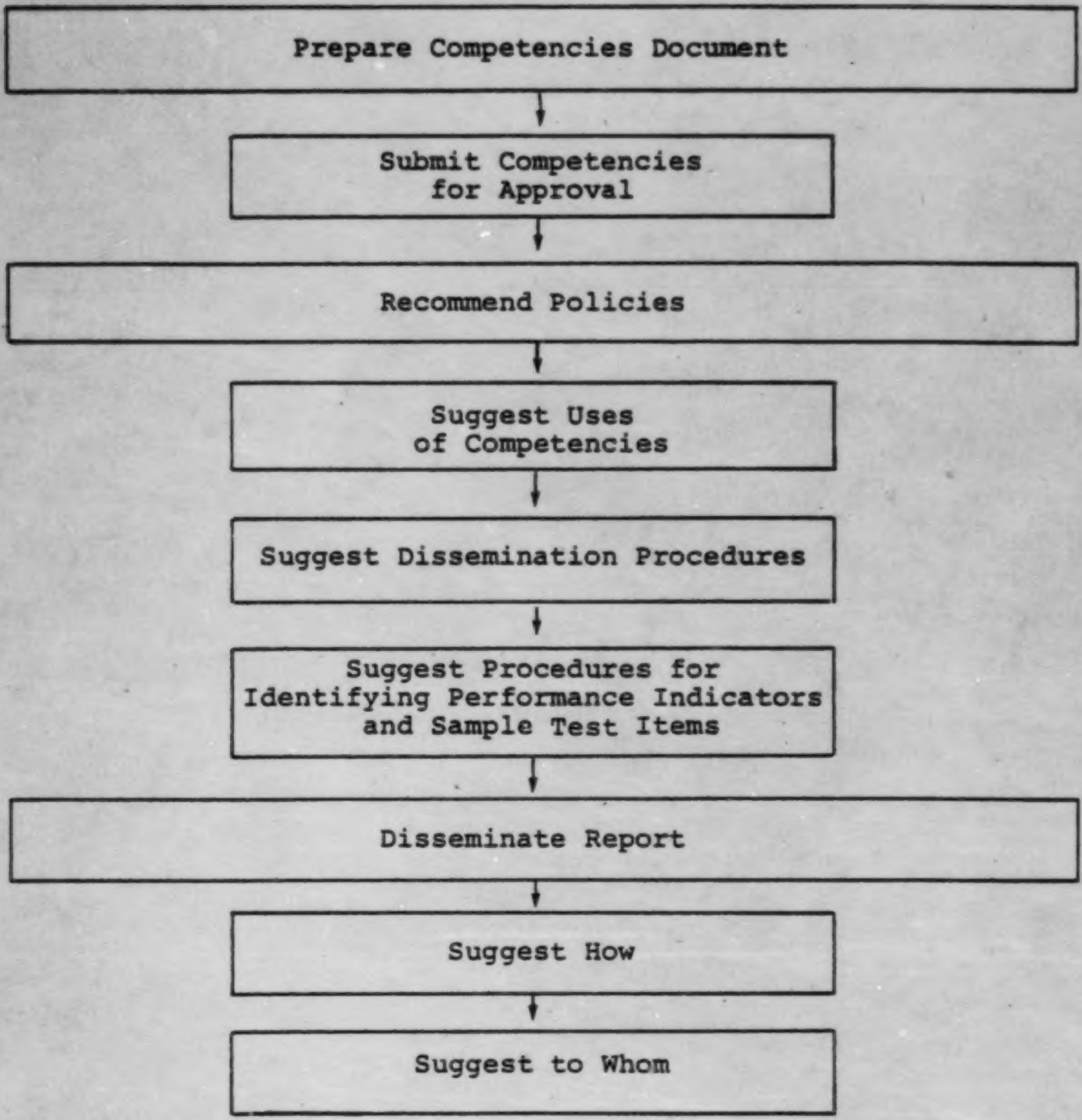
The Competencies Coordinator and all or designated members of the Task Force should attend the Board meeting when the recommended set of competencies is submitted for approval. This will enable the Board members to get clarification they may desire and discuss issues that may arise. One essential discussion item concerns whether and how performance indicators and sample test items will be identified and for what purpose. The Board and/or administration may choose to retain the Competencies Task Force to perform these tasks or dismiss it and direct the staff to identify performance indicators and sample test items.

Procedure 3: Disseminate Report

It is important that the Board-approved district set of competencies be made public. The means typically employed in the local district to inform the citizens in the community (e.g., the local media, student and parent handbooks, newsletters, service club meetings, PTA meetings) should be used to disseminate the competency set, along with a brief rationale for and description of the proposed use of the competencies in the schools.

FLOWCHART

SUMMARY OF STEP SIX


Prepare Competencies Document
Submit Competencies for Approval
Recommend Policies
Suggest Uses of Competencies
Suggest Dissemination Procedures
Suggest Procedures for Identifying Performance Indicators and Sample Test Items
Disseminate Report
Suggest How
Suggest to Whom

IDENTIFICATION OF PERFORMANCE INDICATORS AND SAMPLE TEST ITEMS

Depending upon the decision made in STEP SIX, performance indicators and sample test items for each competency in the district set may be identified by means of repeating STEPS ONE through SIX or by assigning the tasks to district staff. In either event the Competencies Catalogue can continue to serve as a key resource.

Performance indicators provide specific descriptions of the behaviors which might serve as "proof" that a competency has or has not been acquired. The sample test items illustrate how one might go about gathering such proof. As local districts define sets of competencies, they also need to identify performance indicators that will be accepted as proof of students' attainment of the desired competencies.

The Catalogue contains 178 competencies listed under and keyed to 10 categories and 90 subcategories (see Section I, Pp. 1 to 26, Catalogue of Competencies). In Section II, Catalogue of Competencies with Performance Indicators Added, Pp. 27 to 125, there are 750 performance indicators listed under and keyed to their competencies. For those performance indicators marked with an asterisk you will find sample test items in Section III, Sample Test Items, Pp. 126 to 318, referenced to their corresponding performance indicators.

The coding key is as follows:

	Categories	Sub-categories	Competencies	Performance Indicators
	01-10	01-27	1-9	P1-30
Example:	01	01	1	P1

To illustrate: 01011 P1 refers to performance indicator 1 under competency 1, listed under subcategory 01, category 01. Instruments 1, 2 and 3 described in the User's Guide and presented in Appendices A, B and C use the same coding.

Performance indicators and sample test items appearing in the Catalogue may be adopted as is if they fit precisely the district's needs, or be adapted to fit or serve merely as models for the development of new performance indicators and sample test items.

A school district may set its own standards relative to how many performance indicators and test items a student must complete before certification of a competency is possible. Flexibility exists also in terms of the level of mastery required, e.g., the number of answers that must be correct on a test item before the student can be said to have passed the test.

ALTERNATIVE USES OF SCHOOL LEAVING COMPETENCIES

Given a Board-approved set of school leaving competencies and their related performance indicators and sample test items, a district may choose among several alternative uses of the set. Suggested alternative uses are:

- For Information and Inservice Education for Staff

  Competency statements, accompanied by performance indicators and sample test items, constitute a body of knowledge that can be presented as part of a local school district's staff development programs. Well-written competencies provide an effective analytical framework that a staff can use to examine a school district's educational goals, course content and teaching practices.

- In Curriculum and Instruction

  Districts may assign competencies to the existing course structure, perhaps adding or revising some courses in the process. Thus, for example, a competency dealing with the rights and responsibilities of citizens might be assigned to a social studies course for eleventh graders. Or a new course in consumer education might be created to deal with competencies in such areas as money management, banking and credit.

- In Evaluation and Certification

  Where objective tests are identified or created in connection with performance indicators, they provide the means for periodic assessment of students' progress toward competencies, either at every grade or at selected grades. For example, some districts assess reading, writing and computing competencies at the fourth, seventh and tenth grades. Where students do not exhibit satisfactory progress toward learning the school leaving competencies, they are given special help.

  The most obvious and common use of competencies for certification purposes is to require students who leave school to demonstrate all the competencies. In some districts, school leaving competencies are used as part of the graduation requirements along with (or sometimes instead of) traditional attendance and course credit requirements.

HELPFUL HINTS

The following suggestions have emerged from the experience of those who have implemented school leaving competency programs. The suggestions are mainly aimed at district level decisions and processes. They also have implications at the building level and for regional and state decision makers.

The areas to be addressed in installing a school leaving competencies program include generating effective awareness of and support for the program and providing adequate orientation and communication about it. Insuring effective leadership for the effort, involving community and staff appropriately and providing the needed training, support and resources are also areas of concern. The suggestions which follow take varying degrees of specificity as they range over such important areas. Taken together, they provide a set of useful "do's and don'ts" or "helpful hints" which those who have been there have chosen to share.

"DO'S"

Do identify a single district leader for exploring and developing the school leaving competencies concept. This person will need to seek the support of the community, staff and Task Force to help insure appropriate and adequate involvement in considering, planning and developing the school leaving competencies program. At least a half-time commitment of a respected district leader is needed to coordinate and guide the effort.

Do develop a comprehensive plan for the development and implementation of the school leaving competencies program. Such a plan will have to be modified as you go along, but knowing where you want to go, how you plan to get there and where the resources will come from will help avoid disheartening false starts. A plan will also serve as a valuable means of communication, coordination and control.

Do gain the widest possible involvement of the community in selecting the categories of competencies to be focused on and in defining the competencies themselves. Practically, this may have to consist of something like a brief survey of community attitudes about competencies. The survey should be followed by careful consideration of the proposed program by a citizen task force and the school board. Existing community organizations can also be approached for help in considering and forming the program.

Do gain the widest possible involvement of the staff in planning, choosing the competency categories and defining the competencies. Often limitations of time and resources dictate that the lead must be taken by a small number of teachers and administrators. Care should be taken, however, to allow every staff member to participate in the effort at least in a review capacity. This is especially true if their areas of responsibility will be affected directly. Such participation will help insure a sense of ownership in the program, leading to intelligent cooperation and stimulating valuable suggestions for improvement along the way.

Do respect the central importance of the building principal as a leader in any significant educational change such as developing a school leaving competencies program. The early involvement of all principals in considering and formulating the program is essential. Out of such involvement will usually come some volunteers for pilot programs and effective advocates and leaders for the building staffs' participation in the program.

Do start small and succeed early. This usually means focusing initially on only one or at most two areas of the curriculum, such as reading and computing. It also means seeking a limited number of pilot schools, where the principal and staff are favorable to the program, to "show the way" and to get special support.

Do start with an analysis of the existing curriculum. Knowing what outcomes are already being taught will help in deciding what additional competencies, if any, should be developed and emphasized.

Do imbed the competencies in a total goal based curriculum planning process. Much of the criticism of school leaving competencies programs comes from teachers and parents who are concerned that what is expected of all students will impose undesirable limitations on each student. Develop a comprehensive goal based curriculum and describe where the competencies fit into it. In this way you can show that high aims and standards are being maintained by the system. You can also explain that an appropriate quality education is being offered each student while all students are being assured at least the degree of competence required by the community.

Do cooperate and conquer. Many school districts have found it useful to enter into consortia relationships with others as they move into school leaving competencies programs. This multiplies available resources and allows each district to concentrate on developing those aspects of the program in which it is most fit to lead or share.

Do develop and communicate clear definitions of the terms and procedures being used in the system. Nothing is more frustrating to participants in school leaving competencies programs than to argue for hours about an issue such as "Will the competencies lead to a narrowing of the curriculum?" only to find that they had very different ideas about what competencies are. Clear definitions, supported by examples, should be stated for important concepts such as goals, competencies, objectives, standards and measures.

Do target your program carefully on the students you wish to affect. Many systems have used a school leaving competencies program as a means of enhancing the competence of the bottom 10% or 20% of the student population. These students formerly either did not enter school or left it early. They now remain in school only to leave it after years of automatic promotion and selective neglect. It should come as no surprise, then, that some students and parents become irate at an undifferentiated program which forces college bound students into months of learning how to balance a checkbook instead of concentrating on trigonometry or calculus. Even a school leaving competencies program aimed at a broader audience of students must carefully target its efforts. In that way, greater rather than lesser attention can be paid to the individual needs, interests and capabilities of each student.

Do be flexible and prepared to make exceptions. Efforts as comprehensive as school leaving competencies programs will encounter unforeseen situations which must be dealt with. Some school districts, for instance, found to their sorrow that they had established graduation requirements, e.g., competencies in physical development, which effectively prevented many otherwise exceptional students from receiving a diploma. The lesson to be learned is that we should be slow to enact into legislation or regulation any competencies which have not been effectively tried out in the field for an adequate amount of time with careful, data based evaluation.

Another example of a situation requiring flexibility is that of students entering the middle of the program. Many competencies programs have been designed with the assumption that the same students would be present from kindergarten to twelfth grade only to find that an actual 20% annual student mobility rate caused havoc.

"DON'TS"

Don't bite off too many competencies for the evaluation and instructional systems to chew. A useful rule of thumb is to try to limit the total number of competencies to something around 60 and limit the number of competencies in any one category to about ten, at least initially. As familiarity and acceptance grow, greater precision and accuracy can be added if desired.

Don't get lost in a paper blizzard. Excessive record keeping requirements is the reason given most frequently by teachers for rejecting school leaving competencies programs. As far as possible any additional record keeping requirements should be borne by someone other than the teacher, e.g., by providing additional clerks, computer support, etc. Where additional record keeping must be required of teachers, be sure they know the value of it and, before imposing it, explore alternatives with them.

Don't ignore the support available from preservice institutions. The change to a school leaving competencies program will require new skills of teachers and administrators. Initially many of these will have to be addressed in inservice programs. But once the preservice institutions are made aware of the new skills you require of their graduates, they will usually show an interest in learning how they can serve you and their students better. Their role will be to help their graduates come to you already prepared with concepts, information and skills related to competencies programs.

Don't tie the program to teacher evaluation. There is a sure way to guarantee rightful teacher opposition to an outcome based program. That is to allow even a hint of the possibility that teachers will be evaluated by "outsiders" on the basis of the performance of their students when teachers have no control over the quality of the students who are sent to them. A school leaving competencies program can create the basis for much valuable self-evaluation, program evaluation, teacher interaction, and administrative advice and support if teachers aren't threatened by being held accountable for outcomes over which their control was limited.

Don't isolate; instead articulate. One of the greatest potential values of a school leaving competencies program is the resource and communication capability it provides for articulation between grades and especially among primary, middle and secondary schools. For a secondary school or system, for example, to develop a school leaving competencies program in isolation from its feeder schools would be a great mistake. Rather, all those contributing to a student's eventual competence should be involved in planning how they can contribute to it along the way.

Don't reinvent the wheel (or even the lever). School systems in America have been exploring the school leaving competencies concept for at least ten years. This set of suggestions, the Competencies Catalogue and the User's Guide are only a part of the result of this prolonged effort. The bibliographic materials, Appendix D to the User's Guide, will lead to other useful resources already in existence. But other things are probably happening now, or shortly will be, in a school system near yours which will be helpful to you. Use professional meetings and associations to seek them out and to gain access to them.

The area of career education is one example of a well-developed field which is a first cousin to the competencies movement and which has much to offer in terms of models, processes and concepts.

Finally, don't expect too much too soon. No matter how great the promise of the school leaving competencies concept, that promise cannot be realized overnight. Regardless of how well planned and executed a program is, it will still be subject to some false starts and small defeats. The aim is to minimize the number and scope of these setbacks through careful planning, involvement and field experience. Short- and long-term gains in terms of community support, staff growth and student competence can be maximized at the same time.

Appendix A
INSTRUMENT 1
SCHOOL LEAVING COMPETENCIES

Categories

Check (X) "Yes or (X) "No" depending on whether you believe the category below represents knowledge or skills a student must have before leaving high school.				For each category you checked "Yes," check (X) the column that indicates how important the category is relative to all the others listed.				
		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	CATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
01	Reading							
02	Writing							
03	Listening							
04	Speaking							
05	Media and Communications							
06	Computing							
07	Family Health and Safety							
08	Citizenship							
09	Consumerism							
10	World of Work and Career							

Appendix B
INSTRUMENT 2

SCHOOL LEAVING COMPETENCIES

Subcategories

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.		STUDENTS MUST HAVE		For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.				
				Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
01	Reading							
0101	Vocabulary							
0102	Signs							
0103	Sentences							
0104	Directions							
0105	Paragraphs							
0106	Articles							
0107	Letters							
0108	Facts Versus Opinion							
0109	Reference Skills							
0110	General Health Information							
0111	Drug Information							
0112	Traffic Signs and Signals							
0113	Driver's Manual							
0114	Nutrition Information							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

CODE	SUBCATEGORIES of COMPETENCIES	STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
		Yes	No	(1)	(2)	(3)	(4)	(5)
01	Reading (cont.)							
0115	Sources of Citizen Information							
0116	Evaluation of Citizen Information							
0117	Use of Citizen Information							
0118	Locating Goods and Services							
0119	Advertising							
0120	Product Descriptions and Labels							
0121	Bills and Invoices							
0122	Contracts and Agreements							
0123	Guides and Manuals							
0124	Travel and Transportation							
0125	Consumer Publications							
0126	Information About Jobs							
0127	Information on the Job							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
02	Writing							
0201	Handwriting							
0202	Spelling							
0203	Punctuation and Capitalization							
0204	Grammar and Usage							
0205	Composition							
0206	Letter Writing							
0207	Citizen Letters							
0208	Citizen Forms							
0209	Consumer Forms							
0210	Consumer Letters							
0211	Job Search and Application							

NOTE: Categories 03, 04 and 05 (Listening, Speaking and Media and Communications) are omitted because they have no subcategories.

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
06	Computing							
0601	Basic Operations on Numbers							
0602	Basic Operations on Measures							
0603	Number Words							
0604	Number Conversions							
0605	Measure Conversions							
0606	Percents							
0607	Averages							
0608	Measurement							
0609	Geometry							
0610	Time							
0611	Maps, Charts, Graphs & Tables							
0612	Calculators and Computers							
0613	Forms and Taxes							
0614	Common Consumer Computations							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.		STUDENTS MUST HAVE		For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.				
				Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
06	Computing (cont.)							
0615	Using Tables, Graphs & Charts							
0616	Salary, Benefits & Deductions							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
07	Family Health and Safety							
0701	Health Principles							
0702	Illness Prevention							
0703	Signs of Illness							
0704	Treatment of Illness							
0705	Drugs and Health							
0708	Community Health							
0709	Accident Prevention							
0710	Accident Treatment							
0711	Emergency Procedures							
0712	Safe Driving							
0713	Family Responsibilities							
0714	Family Planning							
0715	Child Rearing							
0716	Family Problem Solving							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
08	Citizenship	▨	▨	▨	▨	▨	▨	▨
0801	The Government							
0802	Rights and Responsibilities of Citizens							
0803	Citizen Participation							
0804	The Law							
0805	Taxes							
0806	The Environment							
0807	Government and Community Services							
0808	American System and Heritage							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
09	Consumerism							
0901	Financial Management							
0902	Banking							
0903	Credit							
0904	Comparison Shopping							
0905	Financial Records							
0906	Consumer Protection							
0907	Protection of Possessions							

Priority has been assigned in this school district to defining competencies in the categories (2-digit numbers) listed below. For each of the subcategories (4-digit numbers) listed, check (X) "Yes" or (X) "No" depending on whether you believe the subcategory represents knowledge or skills a student must have before leaving high school.

For each subcategory you checked "Yes," check (X) the column that indicates how important the subcategory is relative to all the others listed.

		STUDENTS MUST HAVE		Undecided	Minimally	Some Importance	Considerable Importance	Very Important
CODE	SUBCATEGORIES of COMPETENCIES	Yes	No	(1)	(2)	(3)	(4)	(5)
10	World of Work and Career							
1001	Occupational Information							
1002	Choosing a Career							
1003	Getting a Job							
1004	On The Job							
1005	Career Advancement							

Appendix C
INSTRUMENT 3
SCHOOL LEAVING COMPETENCIES

For each competency listed below, check (X) the column that indicates how important it is that each student have the competency before leaving high school.

CODE	COMPETENCY STATEMENT	Undecided (1)	Minimally (2)	Some Importance (3)	Considerable Importance (4)	Very Important (5)

PERFORMANCE INDICATORS FOR COMPETENCY ASSESSMENT

COMPETENCIES CATALOGUE

A Resource for School Districts Interested in
Defining and Testing for Minimal Competencies

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State Board of Education
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COMPETENCIES CATALOGUE

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COMPETENCIES CATALOGUE

Foreword to the Reader

The elements of the Catalogue are presented in three sections. In Section I, the Catalogue of Competencies, only the 178 competencies are presented as arrayed and coded beneath their appropriate categories and subcategories. This gives a concise, orderly presentation of the competencies for use by districts which are engaged in the process of defining a district set of school leaving competencies (see STEPS ONE through SIX in the User's Guide).

In Section II, the Catalogue of Competencies With Performance Indicators Added, the 750 performance indicators are presented as arrayed and numbered (P__) beneath the competencies to which they relate. This is a resource for districts who have defined a set of competencies and who now wish to address more detailed questions of instruction and measurement related to these competencies. An asterisk (*) appears before and a page number appears in parentheses after each performance indicator for which a sample test item appears in Section III.

In Section III, Sample Test Items, samples are presented for at least one performance indicator for each competency. These sample test items are a resource for school districts that are developing actual objective measures of their competencies. The items may be adopted as is, they may be adapted, or they may merely serve as clues to ways in which other test items may be developed.

Taken together, the three sections of the Competencies Catalogue provide a resource for districts if they choose to define and use local school district sets of school leaving competencies.

SECTION I: CATALOGUE OF COMPETENCIES

01 READING

0101 VOCABULARY

01011 Comprehend the meaning of selected words in sentences or paragraphs.

01012 Recognize standard usage as opposed to substandard English.

01013 Determine meaning and use of unfamiliar words encountered in reading.

01014 Know the meaning of common words necessary to function in home, community, career or social activities.

0102 SIGNS

01021 Comprehend common signs.

0103 SENTENCES

01031 Distinguish between a sentence and a sentence fragment.

01032 Recognize subject, verb and complete sentences.

01033 Know the structure of standard English sentences.

01034 Comprehend the meaning of sentences.

0104 DIRECTIONS

01041 Comprehend directions.

0105 PARAGRAPHS

01051 Comprehend written paragraphs.

0106 ARTICLES

01061 Comprehend newspapers and magazines.

0107 LETTERS

01071 Comprehend and interpret letters.

0108 FACTS VERSUS OPINION

01081 Distinguish between fact and opinion.

0109 REFERENCE SKILLS

01091 Know the organization of a library and know the services available.

01092 Locate information by selecting and using the dictionary, encyclopedias, almanac, index, card catalog and table of contents.

0110 GENERAL HEALTH INFORMATION

01101 Locate, evaluate and comprehend written information related to health.

0111 DRUG INFORMATION

01111 Interpret drug prescriptions, warnings and labels.

0112 TRAFFIC SIGNS AND SIGNALS

01121 Recognize and interpret the different types of traffic control signs and signals.

0113 DRIVER'S MANUAL

01131 Gain knowledge from the Illinois motor vehicle driver's manual.

0114 NUTRITION INFORMATION

01141 Interpret nutritional information.

0115 SOURCES OF CITIZEN INFORMATION

01151 Obtain information necessary to being a responsible citizen.

0116 EVALUATION OF CITIZEN INFORMATION

01161 Recognize propaganda techniques and comprehend and evaluate sources of information.

0117 USE OF CITIZEN INFORMATION

01171 Comprehend materials related to the voting process.

01172 Comprehend and use sources of information.

0118 LOCATING GOODS AND SERVICES

01181 Locate goods, agencies, services and information.

0119 ADVERTISING

01191 Interpret and evaluate advertising.

0120 PRODUCT DESCRIPTIONS AND LABELS

01201 Read and interpret product descriptions and labels.

0121 BILLS AND INVOICES

01211 Read and interpret bills and invoices.

0122 CONTRACTS AND AGREEMENTS

01221 Read and understand ordinary legal contracts and warranties.

0123 GUIDES AND MANUALS

01231 Read and interpret guides and manuals.

0124 TRAVEL AND TRANSPORTATION

01241 Read and interpret travel and transportation information.

0125 CONSUMER PUBLICATIONS

01251 Read and evaluate consumer publications.

0126 INFORMATION ABOUT JOBS

01261 Locate and use sources of job opportunity information.

0127 INFORMATION ON THE JOB

01271 Read and understand employer rules, regulations and policies.

02 WRITING

0201 HANDWRITING

02011 Write and print legibly.

0202 SPELLING

02021 Spell common words correctly.

0203 PUNCTUATION AND CAPITALIZATION

02031 Use appropriate punctuation and capitalization.

0204 GRAMMAR AND USAGE

02041 Use correct grammar, usage and structure in sentences.

0205 COMPOSITION

02051 Write a paragraph using appropriate language, logic, organization, relevance, economy and clarity.

0206 LETTER WRITING

02061 Write and address correct business and social letters.

0207 CITIZEN LETTERS

02071 Select appropriate governmental or political agencies to contact by letter for assistance with basic problems or concerns.

02072 Contact governmental agencies about areas of concern by writing letters.

0208 CITIZEN FORMS

02081 Complete governmental forms accurately and neatly.

0209 CONSUMER FORMS

02091 Complete consumer forms and documents.

0210 CONSUMER LETTERS

02101 Write letters which are necessary in order to be a good consumer.

0211 JOB SEARCH AND APPLICATION

02111 Write in applying for and working on a job.

03 LISTENING

03001 Know ways in which good listening habits and techniques improve comprehension and personal relationships.

03002 Understand, summarize and interpret the content of an oral presentation (follow main ideas, sequence).

03003 Respond to oral conversation (follow directions, ask relevant questions, make contributions).

03004 Receive messages, converse concisely, and repeat information accurately.

03005 Recognize ways in which a speaker may influence an audience.

03006 Listen to an oral presentation and take accurate notes.

04 SPEAKING

04001 Understand the importance of using effective speaking techniques.

04002 Use effective techniques in spoken communications.

04003 Give directions in such a way that a listener can follow them.

04004 Ask clear and logical questions.

04005 Give clear and logical answers to questions.

04006 Organize and present verbal information to a particular audience or situation.

04007 Convey verbal ideas clearly and logically to individuals and to groups.

04008 Speak audibly, clearly and appropriately in home, community, career and social situations.

05 MEDIA AND COMMUNICATIONS

05001 Understand the impact of television and other media on the student's life.

05002 Understand, summarize and interpret the content of a visual presentation (film, TV, slide).

05003 Know the five basic types of mass media.

06 COMPUTING

0601 BASIC OPERATIONS ON NUMBERS

06011 Perform the basic operations of addition, subtraction, multiplication and division with whole numbers.

06012 Perform the basic operations of addition, subtraction, multiplication and division with common fractions.

06013 Perform the four basic (+, -, x, ÷) operations with decimals.

0602 BASIC OPERATIONS ON MEASURES

06021 Add and subtract measures of such things as time, distance and coinage.

0603 NUMBER WORDS

06031 Translate mathematical symbols for operations and numbers into words.

0604 NUMBER CONVERSIONS

06041 Change common fractions to decimals, and decimals to fractions.

06042 Change decimals or fractions to percents.

06043 Change percent to decimals or fractions.

0605 MEASURE CONVERSIONS

06051 Convert units within and between the metric and English measurement systems.

0606 PERCENTS

06061 Compute percents.

0607 AVERAGES

06071 Compute the average for a given set of data.

0608 MEASUREMENT

06081 Know the terminology of the metric and other common measurement systems.

06082 Use common measurement devices appropriately.

06083 Select appropriate measurement units.

0609 GEOMETRY

06091 Recognize common two- and three-dimensional figures in space and their significant parts and properties.

06092 Recognize basic angle properties and relationships.

06093 Recall and use simple formulas to solve geometric problems, e.g., area of rectangle, perimeter of rectangle and volume of rectangular solid.

0610 TIME

06101 Use measurements of time such as second, minute, hour, day, week, month and year.

06102 Tell time to the nearest minute.

0611 MAPS, CHARTS, GRAPHS & TABLES

06111 Use maps.

06112 Read and use graphs, tables and charts.

0612 CALCULATORS AND COMPUTERS

06121 Recognize real life situations in which calculators and computers may be used.

06122 Know nature and effects of computers.

06123 Use a calculator to perform basic computations.

0613 FORMS AND TAXES

06131 Compute for completion of tax forms and other governmental forms.

0614 COMMON CONSUMER COMPUTATIONS

06141 Understand basic computational skills to solve consumer problems dealing with interest, commission, down payment and percentage.

06142 Understand skills used in basic consumer computations.

06143 Understand skills necessary to maintain a checking account.

06144 Figure costs and change.

06145 Compare costs and values.

06146 Compute differences in the prices of goods and services.

0615 USING TABLES, GRAPHS AND CHARTS

06151 Read and interpret consumer tables, graphs and charts.

0616 SALARY, BENEFITS AND DEDUCTIONS

06161 Compute salaries, benefits and deductions.

07 FAMILY HEALTH AND SAFETY

0701 HEALTH PRINCIPLES

07011 Know the principles of nutrition.

07012 Know principles of hygiene and grooming.

07013 Know the importance of physical fitness in everyday life.

07014 Know the relationship of recreational activities to personal health.

07015 Know principles of rest, relaxation and sleep.

07016 Know the principles of good posture.

07017 Know the principles of dental health.

07018 Know the principles of mental health.

07019 Know the interrelationship of physical fitness, emotional well-being and intellectual growth.

0702 ILLNESS PREVENTION

07021 Know common disease risk reducing or prevention techniques.

07023 Know methods of preventing dental health problems.

07024 Recognize how both appropriate and inappropriate personal, interpersonal and societal influences affect one's mental health.

0703 SIGNS OF ILLNESS

07031 Recognize physical signs which indicate a need for medical attention.

0704 TREATMENT OF ILLNESS

07041 Locate and use information and resources related to physical health.

07042 Locate and use information and resources related to mental health.

0705 DRUGS AND HEALTH

07051 Know the appropriate use and abuse of drugs, alcohol and tobacco.

0708 COMMUNITY HEALTH

07081 Know factors important to the community physical health and safety.

07082 Know factors that affect the mental health of the community.

0709 ACCIDENT PREVENTION

07091 Know factors that contribute to safe living, at home, at work, at play or on the road.

0710 ACCIDENT TREATMENT

07101 Know basic first aid skills.

0711 EMERGENCY PROCEDURES

07111 Know emergency procedures which contribute to the safety of self and others.

0712 SAFE DRIVING

07121 Know principles of safe driving.

07122 Know laws and regulations governing use of motor vehicles.

07123 Know the auto's instrument panel, safety devices and controls essential to car control under normal and emergency conditions.

07124 Know what preparations should be taken to avoid emergencies and also what steps can be taken when involved in an emergency driving situation.

07125 Know the special skills and considerations required for driving in adverse conditions.

07126 Know that alcohol and drugs are detrimental to safe driving.

07127 Know how to protect the pedestrian and the bicyclist.

0713 FAMILY RESPONSIBILITIES

07131 Understand the responsibilities of marriage.

07132 Understand the responsibilities of parenthood.

07133 Understand the family responsibilities of children.

07134 Understand the place of the aging in family life.

0714 FAMILY PLANNING

07141 Know the methods of family planning.

0715 CHILD REARING

07151 Recognize stages in child growth and development and the requirements for parental supportiveness at each age.

07152 Recognize the environmental influences on a child's development.

0716 FAMILY PROBLEM SOLVING

07161 Recognize family problems and know alternatives for their solutions.

07162 Know sources for resolution of family problems.

08 CITIZENSHIP

0801 THE GOVERNMENT

08011 Understand the structure and function of the national government.

08012 Understand the structure and function of the state government in Illinois.

08013 Understand the structure and function of local and county government.

08014 Understand the relationships between the branches of government.

08015 Understand the relationships between the different levels of government.

0802 RIGHTS AND RESPONSIBILITIES OF CITIZENS

08021 Understand the basic rights and responsibilities of citizens in our society.

0803 CITIZEN PARTICIPATION

08031 Understand the ways in which citizens can participate in and influence government.

0804 THE LAW

08041 Understand why laws are necessary.

08042 Recognize the need for and methods of obtaining legal assistance.

0805 TAXES

08051 Know the basic purposes and principles of taxation.

0806 THE ENVIRONMENT

08061 Recognize a citizen's responsibility to the environment.

0807 GOVERNMENT AND COMMUNITY SERVICES

08071 Recognize community and governmental services.

0808 AMERICAN SYSTEM AND HERITAGE

08081 Know our American values, systems and heritage.

09 CONSUMERISM

0901 FINANCIAL MANAGEMENT

09011 Understand and plan budgets.

09012 Know the implications of and procedures for major financial decisions.

09013 Recognize obligations in borrowing money.

09014 Understand use of various forms of money substitutes.

09015 Know sources of financial assistance and their various services.

09016 Recognize the various types of insurance and their importance.

0902 BANKING

09021 Understand banking services.

0903 CREDIT

09031 Know the sources of consumer credit, how to obtain this credit and the uses of credit.

0904 COMPARISON SHOPPING

09041 Understand the elements of careful shopping and buying procedures.

0905 FINANCIAL RECORDS

09051 Recognize the importance of good record keeping.

0906 CONSUMER PROTECTION

09061 Understand how laws protect consumers.

09062 Understand the functions and services of various agencies providing assistance to consumers.

09063 Recognize both legal and illegal advertising and merchandising techniques.

0907 PROTECTION OF POSSESSIONS

09071 Know the principles of care for maintaining consumer goods.

09072 Know methods to prevent theft and vandalism of possessions.

10 WORLD OF WORK AND CAREER

1001 OCCUPATIONAL INFORMATION

10011 Locate and interpret occupational information.

1002 CHOOSING A CAREER

10021 Recognize characteristics and requirements of occupations.

10022 Know one's own personal characteristics relevant to career decisions and occupational requirements.

10023 Know the effects of career choices upon family life.

10024 Know and use sources of vocational testing and guidance.

1003 GETTING A JOB

10031 Know and use job interview skills.

1004 ON THE JOB

10041 Understand the importance of personal attitudes in work situations.

10042 Understand safe work habits.

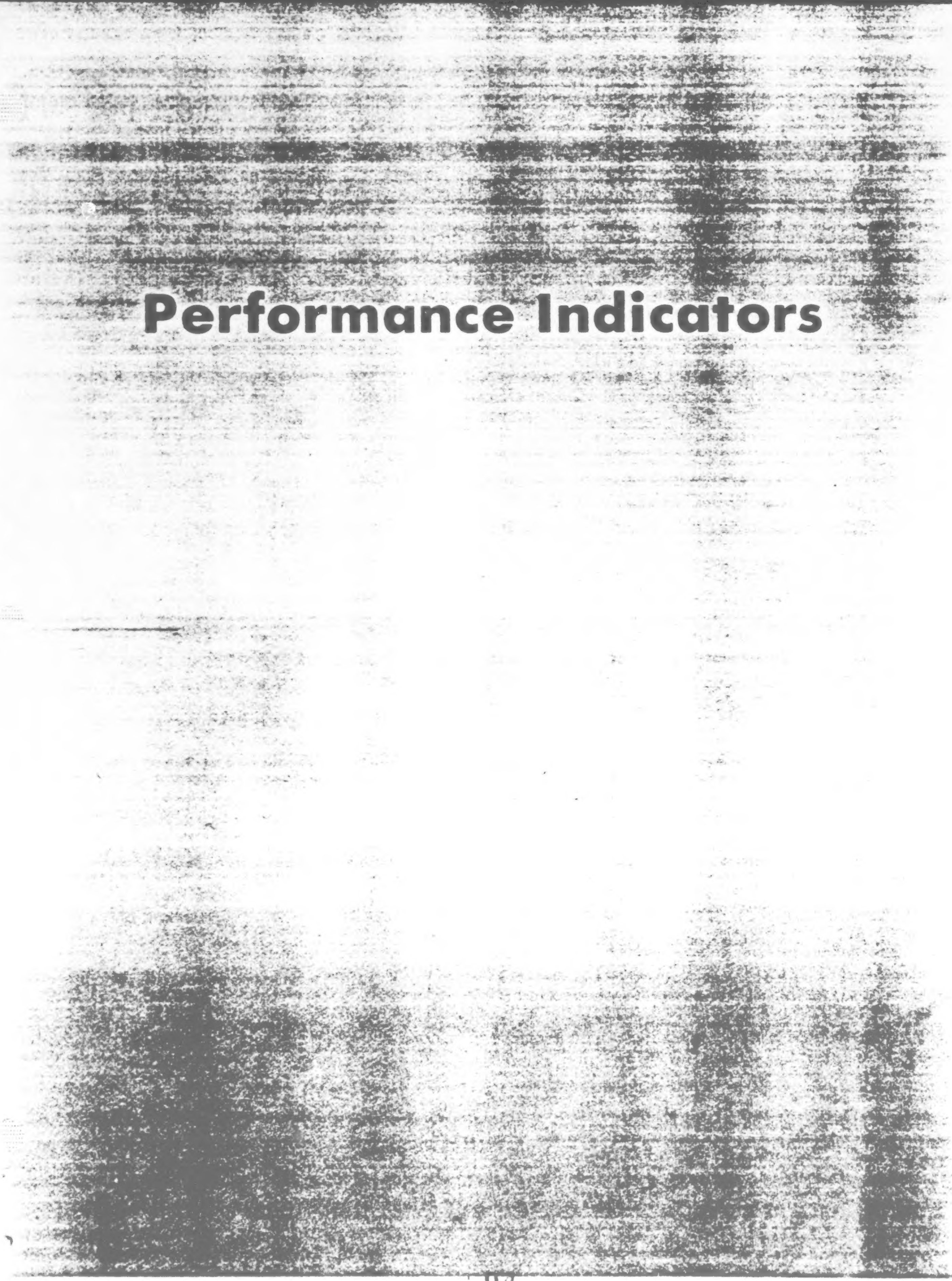
10043 Recognize the importance of punctuality and attendance at work.

10044 Know the rights and responsibilities of employers and employees.

1005 CAREER ADVANCEMENT

10051 Understand sources and methods necessary for continuing preparation for career advancement.

10052 Plan for career adjustment or change throughout his or her lifetime.



Performance Indicators

SECTION II: CATALOGUE OF COMPETENCIES WITH PERFORMANCE INDICATORS ADDED

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01 READING

0101 VOCABULARY

01011 Comprehend the meaning of selected words in sentences or paragraphs.

*P1 Given three selections, each containing five underlined words, the student will identify the meaning of at least _____ of the words. (P. 126-128)

01012 Recognize standard usage as opposed to substandard English.

*P1 Given a list of twenty paired words with one member of each pair correct usage and one incorrect, the student will identify the correct usage in at least _____ of the cases. (P. 129)

01013 Determine meaning and use of unfamiliar words encountered in reading.

P1 Given a passage containing five unfamiliar words, the student will use the dictionary or glossary to find the definition of _____ of the words.

*P2 Given two passages, each containing an unfamiliar word, the student will determine the general meaning of _____ of the words through use of the context. (P. 130)

P3 Given a list of ten unfamiliar words, the student will define _____ of the words through analysis of parts (roots, affixes).

NOTE: Performance indicators marked with an asterisk (*) have corresponding sample test items in SECTION III: SAMPLE TEST ITEMS.

01014 Know the meaning of common words necessary to function in home, community, career or social activities.

*P1 Given a list of twenty common words, the student will identify the meaning of a minimum of _____ of the words. (P. 131)

0102 SIGNS

01021 Comprehend common signs.

*P1 Given 32 items describing the message contained in each of the following 32 signs, the student will correctly identify the appropriate sign from among groups of four in _____ of the 32 cases.

Yield Right of Way
Divided Highway Ahead
No Lifeguard on Duty
Employment Office
Emergency Entrance
Public Telephone
Information
No Admittance
Keep Right
Resume Speed
N. Main St.
Speed Limit
One-Way
Bridge Out
Special Sale
Parking
Hospital
Fire Lane
Bus Stop
Exit
Inflammable
Poison
Caution
Keep Out
Men
Women
Cafe
X-Ray
Air Mail
Stamps
Not Responsible for Lost Articles
No Parking on This Side

(P. 132)

0103 SENTENCES

01031 Distinguish between a sentence and a sentence fragment.

*P1 Given a list of ten word groups, the student will identify _____ of them as sentences or sentence fragments. (P. 133)

01032 Recognize subject, verb and complete sentences.

*P1 Given ten simple sentences, the student will identify the subject and verb of _____ of the sentences. (P. 134)

P2 Given five sentence patterns, the student will construct sentences which match _____ of them.

01033 Know the structure of standard English sentences.

P1 Given twenty sentences, the student will identify the four basic sentence patterns with _____% accuracy.

P2 Given ten sentences, the student will identify the subject of each with _____% accuracy.

P3 Given ten sentences, the student will identify the predicate of each with _____% accuracy.

P4 Given ten sentences, the student will identify the linking verb complements of each with _____% accuracy.

*P5 Given ten sentences, the student will identify the direct object of each with _____% accuracy. (P. 135)

P6 Given ten declarative sentences, the student will transform _____ of them into questions.

P7 Given twenty sentences, the student will identify headwords and modifiers with _____% accuracy.

P8 Given ten basic sentences, the student will use modifiers to expand _____ of them.

P9 Given ten pairs of basic sentences, the student will expand the sentences by coordination with _____% accuracy.

P10 Given ten basic sentences, the student will expand the sentences by subordination with _____% accuracy.

01034 Comprehend the meaning of sentences.

P1 Given five sentences, the student will identify the meaning of _____ of them by restating them in her or his own words.

*P2 Given a sentence, the student will identify its meaning by responding to a question about it. (P. 136)

0104 DIRECTIONS

01041 Comprehend directions.

*P1 Given a set of directions (as in a cookbook, on a sewing pattern, on medical supplies, in a voting booth, on containers, etc.), the student will identify the specific tasks called for in those directions. (P. 137)

0105 PARAGRAPHS

01051 Comprehend written paragraphs.

P1 Given five written paragraphs, the student will identify the main idea and supportive details of _____ of them.

P2 Given a passage and a list of related sequential events, the student will identify the correct sequence.

P3 Given a short narrative paragraph and a choice of conclusions, the student will identify the conclusion he/she feels is valid.

P4 Given a paragraph without a concluding statement, the student will select the most appropriate concluding statement.

P5 Given a written selection, the student will identify the purpose for which it was written.

01051 (cont.) *P6 Given a short informative paragraph to read, the student will answer a question to indicate his/her inferential comprehension. (P. 138)

0106 ARTICLES

01061 Comprehend newspapers and magazines.

P1 Given a newspaper, the student will locate at least five sections and identify the purpose of _____ of them.

P2 Given a newspaper, the student will correctly respond to _____ out of five questions indicating his/her ability to locate specific information in the classified section by properly using the classification index.

P3 Given four paragraphs taken from a newspaper or magazine, the student will read the paragraphs and identify the main idea and supportive details of _____ of the paragraphs.

P4 Given an article from a newspaper or magazine, the student will summarize its content either orally or in writing.

*P5 Given eight questions on a passage selected from a newspaper or magazine article, the student will answer at least _____ of them correctly. (P. 139-140)

0107 LETTERS

01071 Comprehend and interpret letters.

P1 Given five examples of letters, the student will respond to questions indicating his/her correct evaluation of the appropriateness of word usage, form and organization of ideas with _____% accuracy.

01071 (cont.) *P2 Given three pairs of addresses for envelopes, the student will select the more effective one of _____ of the pairs on the basis of word choice, form and organization of ideas. (P. 141)

0108 FACTS VERSUS OPINION

01081 Distinguish between fact and opinion.

P1 Given an article from a newspaper or magazine, the student will identify four factual statements that could be verified.

P2 Given an article from a newspaper or magazine, the student will identify four statements based on opinion or subjective feelings, not facts.

*P3 Given a television commercial, a newspaper or magazine advertisement, or an editorial, the student will correctly identify four statements as either fact or opinion. (P. 142-143)

0109 REFERENCE SKILLS

01091 Know the organization of a library and know the services available.

P1 The student will identify services available from a library with ____% accuracy.

*P2 Given the title of a book and its author, the student will respond to a question indicating his/her knowledge of how to locate it in the author section of the card catalogue. (P. 144)

01092 Locate information by selecting and using the dictionary, encyclopedias, almanac, index, card catalogue and table of contents.

01092 (cont.) P1 Given five unknown words in a sentence, the student will use a dictionary to: a) locate the word, b) use the phonetic respelling to pronounce the word, and c) select the correct meaning with ____% accuracy.

P2 Given five topics of interest, the student will use the card catalogue to find a book that relates to each of those interests with ____% accuracy.

P3 Given four authors, the student will use the card catalogue to find at least two books that each author wrote.

P4 Given a facsimile page of an index and at least ten related questions which can be answered by using the index, the student will answer the questions with ____% accuracy.

P5 Given a facsimile page of a table of contents and at least ten related questions which can be answered by using the table of contents, the student will answer the questions with ____% accuracy.

P6 Given a catalogue, a newspaper and a magazine, the student will use the index of each to locate the exact pages covering a specified topic with ____% accuracy.

P7 Given ten types of questions about home, community, career or social matters, the student will identify the informational source in which to look in order to find the information, i.e., atlas, encyclopedia, almanac or dictionary, with ____% accuracy.

*P8 Given a facsimile page from a telephone book, the student will locate a desired entry in the yellow pages, zip codes, government offices, how-to-dial-a-distant-city, or emergency numbers. (P. 145)

0110 GENERAL HEALTH INFORMATION

01101 Locate, evaluate and comprehend written information related to health.

P1 Given examples of health related situations requiring the gathering of information in order to deal with them effectively, the student will describe how to gain the necessary information.

P2 Given clippings, tapes, recordings and other examples of health advertising, the student will explain the appeal of the advertisement and distinguish between that and the reliability of the product.

*P3 Given written health related information, the student will answer questions about it. (P. 146).

0111 DRUG INFORMATION

01111 Interpret drug prescriptions, warnings and labels.

*P1 Given the information on a medical prescription, the student will answer five questions about the prescription with ____% accuracy. (P. 147-148)

0112 TRAFFIC SIGNS AND SIGNALS

01121 Recognize and interpret the different types of traffic control signs and signals.

P1 The student will describe a traffic signal light and will explain its functions.

P2 The student will identify procedures to follow for flashing red, yellow and blue lights.

01121 (cont.) P3 The student will outline the shape, name the color and relate the message presented by each International Traffic Sign.

*P4 Given a series of road signs, the student will tell what each sign means. (P. 149)

0113 DRIVER'S MANUAL

01131 Gain knowledge from the Illinois motor vehicle driver's manual.

*P1 The student will respond to questions about passages from the driver's manual. (P. 150)

0114 NUTRITION INFORMATION

01141 Interpret nutritional information.

P1 Given a nutritional chart, the student will identify all essential nutrients for normal growth.

P2 Given a chart on the nutritional composition of foods, the student will plan a nutritious diet.

*P3 Given written information on nutrition, the student will answer questions on that information. (P. 151)

0115 SOURCES OF CITIZEN INFORMATION

01151 Obtain information necessary to being a responsible citizen.

P1 Given a list of six resources, the student will identify three which provide information on political issues (e.g., newspaper, voter pamphlet, radio, T.V., political speeches, candidates' headquarters).

P2 Given a political issue, the student will obtain information from three different sources.

P3 The student will gather current articles from newspapers or other sources of information stating the views of political leaders on major issues.

P4 Given a list of questions which require research in several areas (state or local government, consumer ratings, health and nutrition, traffic regulations, job opportunities), the student will locate and identify appropriate resource materials.

P5 Given a list of questions which require the obtaining of information from various community agencies, the student will use a telephone directory and identify the appropriate agencies to contact for each type of information needed.

*P6 Given a list of private and public community agencies and a list of common problems, the student will identify the appropriate agencies to help solve the problem. (P. 152)

0116 EVALUATION OF CITIZEN INFORMATION

01161 Recognize propaganda techniques and comprehend and evaluate sources of information.

01161 (cont.) *P1 Given an item of persuasion such as an editorial, letter to the editor, political speech, cartoon or song, the student will identify different propaganda devices (e.g., over-generalization, pandering, the exploitation of basic human fears, such as the fear of unpopularity, failure, injury or death, band wagon, name calling, testimonial, and false analogy). (P. 153)

P2 Given an editorial, the student will identify the purpose (i.e., explanation, persuasion, criticism, praise, or entertainment) for which it was written and the primary point of view of the author.

P3 After studying both sides of a current public issue, (e.g., school budget requests, ecology, etc.), the student will:

a) identify the major arguments of each side

b) distinguish between facts and opinions presented

0117 USE OF CITIZEN INFORMATION

01171 Comprehend materials related to the voting process.

P1 Given a sample ballot issued in a local, state and a national election, the student will demonstrate voter performance procedures in accordance with instructions on the ballot by marking and recording his/her vote.

P2 Given the situation of an election held by a peer group organization, the student will demonstrate decision-making processes by voting.

*P3 The student will identify the requirements for being able to vote in an election. (P. 154)

P4 The student will describe the procedures for becoming a registered voter.

P5 The student will identify the appropriate precinct and polling place for his/her current residence.

01172 Comprehend and use sources of information.

P1 Given a list of five rules based upon the Uniform Vehicle Code, the student will identify four which deal with the "right-of-way" concept.

*P2 Given two instances of written information pertaining to rights and responsibilities of the individual in society, the student will answer questions related to the comprehension of that information (i.e., information about Social Security or work permit applications). (P. 155-156)

0118 LOCATING GOODS AND SERVICES

01181 Locate goods, agencies, services, and information.

P1 Given simulated situations, the student will identify sources of assistance (e.g., plumber, attorney, medical specialist, tax consultant, realtor, banker, family relations clinic, health department).

P2 Given a list of questions which require obtaining information from various community agencies, the student will use directories and identify the appropriate agencies.

P3 Given a telephone book and various chamber of commerce materials describing an unfamiliar town or city, the student will describe the steps a newly arrived family might take to meet its housing, recreational, cultural, education, medical and welfare needs.

P4 Given a map of the city, the student will identify the park or recreational site, and the museum which is nearest to home.

P5 Given the names of three community agencies, the student will describe the functions of each.

*P6 Given a list of sources of information and a product or service, the student will identify the best source of information about that goods or service. (P. 157)

0119 ADVERTISING

01191 Interpret and evaluate advertising.

P1 The student will describe three television commercials, stating the visual facts in each commercial. The student will then describe the implied or hidden meaning the viewer receives and identify the elements that communicate the hidden meaning.

01191 (cont.) P2 The student will examine a group of advertisements in newspapers and magazines, identifying the concrete messages in each. The student will then identify the hidden message in each advertisement.

P3 Given several advertisements concerning competing products, the student will point out missing or inaccurate information and describe how the ability to do so will affect his/her buying habits.

P4 Given a variety of advertising examples, the student will distinguish between informational and motivational ads.

P5 Given ten ads from different sources, the student will analyze and explain the ads in terms of their appeal to his or her emotions, logic, ego, etc.

P6 Given five ads, the student will evaluate and describe them on the basis of such factors as accuracy of information, taste, realism, annoyance or irritation caused and sufficiency of information to provide choices.

P7 The student will identify symbols and prices in classified ads.

*P8 Given several advertisements, the student will analyze and describe each in terms of such techniques as the use of irrelevancies, exclusion of relevant information, misleading juxtapositions, missing premises, misleading emphases and distorted statistics. (P. 158)

0120 PRODUCT DESCRIPTIONS AND LABELS

01201 Read and interpret product descriptions and labels.

P1 Given three cans or bottles of pesticides, the student will read and explain warnings on the labels.

P2 Given containers of five common household chemicals (detergents, bleaches, insecticides, etc.), the student will read their labels and will identify the ones which are flammable, poisonous, or both.

01201 (cont.) P3 Given a variety of canned food labels, the student will identify the contents, ingredients, weight, and size.

P4 Given the directions from the following labels: aspirin bottle, hot beverage, and clothing label, the student will orally read each and explain in his/her own words how to use them.

*P5 The student will identify the items that can be found on labels of fabric and ready-made clothes and how they help in purchasing these items. (P. 159)

0121 BILLS AND INVOICES

01211 Read and interpret bills and invoices.

P1 Given a real or simulated situation, the student will describe how to check incoming merchandise against the invoice.

*P2 Given a typical bill or receipt, the student will identify and explain the significance of each entry. (P. 160)

0122 CONTRACTS AND AGREEMENTS

01221 Read and understand ordinary legal contracts and warranties.

P1 Given a standard written rental agreement for an apartment, the student will read the document and then select and accurately paraphrase three conditions, responsibilities, and/or obligations which either party to the agreement must fulfill.

P2 Given a contract simulating the purchase of an automobile, the student will identify the main parts of the contract, i.e., length of contract, interest rate and monthly payment.

P3 Given a sample contract, the student will identify the obligations of the buyer and seller.

01221 (cont.) P4 The student will match legal terms concerned with contracts, wills, property agreements, etc., with their definitions.

*P5 Given a warranty on a product, the student will interpret and identify its main provisions. (P. 161)

0123 GUIDES AND MANUALS

01231 Read and interpret guides and manuals.

P1 Given an automobile manufacturer's owner's manual, the student will correctly identify the following information:

a) lubrication intervals--chassis, engine

b) mileage of periodic maintenance inspections

c) how to change a tire

d) tire size, air pressure and fuel tank capacity.

P2 Given the manuals from a TV set, a range and an oven, the student will explain in his/her own words how to use each.

*P3 Given a manual for equipment, clothing or appliance care, the student will read and interpret those directions. (P. 162)

0124 TRAVEL AND TRANSPORTATION

01241 Read and interpret travel and transportation information.

*P1 Given a transportation schedule, the student will identify times of departure and arrival, and total travel time. (P. 163)

0125 CONSUMER PUBLICATIONS

01251 Read and evaluate consumer publications.

P1 Given a list of ten household items and a current Consumer's Buying Guide, students will rank the items according to quality, and state two reasons for each ranking.

*P2 Given consumer publications, the student will answer specific questions pertaining to information in that publication. (P. 164-166)

0126 INFORMATION ABOUT JOBS

01261 Locate and use sources of job opportunity information.

*P1 Given the text of help wanted ads, the student will answer factual questions about the information concerned in them. (P. 167)

P2 The student will compare the State Job Service Division with a private employment agency, listing the advantages and disadvantages of each.

P3 The student will give five sources of job opportunity information other than employment agencies.

P4 The student will describe how to follow up on ads, how to contact the employment agencies or how to make direct contact with employers.

0127 INFORMATION ON THE JOB

01271 Read and understand employer rules, regulations and policies.

P1 Given a set of occupational instructions, the student will arrange them in sequential order and explain the necessity of carrying them out.

P2 The student will read and describe the dress and grooming requirements of at least three local businesses.

P3 Given a simulated job situation and a list of employer rules, regulations and policies, the student will provide a rational explanation for each.

*P4 Given employer rules, regulations and policies to read, the student will identify the specific expectations of the employer. (P. 168)

02 WRITING

0201 HANDWRITING

02011 Write and print legibly.

P1 The student will write and print the alphabet upper and lower case with ____% accuracy.

P2 The student will write numerals 0 through 9 in a legible manner with ____% accuracy.

P3 The student will sign his/her name so that others can read it.

P4 The student will write and print a ten-item list (e.g. a grocery list) that others can read.

P5 The student will write or print a legible message offering directions or information that others can read.

*P6 The student will write or print words, sentences and paragraphs that others can read. (P. 169)

0202 SPELLING

02021 Spell common words correctly.

P1 The student will write a paragraph on a subject of his/her choice, spelling common words correctly by using a dictionary, by using phonics or through memory with ____% accuracy.

P2 Given a dictated paragraph, the student will write it with the correct spelling of ____% of the words.

*P3 The student will identify misspelled words in ____ out of ten cases. (P. 170)

0203 PUNCTUATION AND CAPITALIZATION

02031 Use appropriate punctuation and capitalization.

P1 The student will write a paragraph using punctuation and capitalization with ____% accuracy. (The student may use a dictionary.)

*P2 Given ten pairs of correctly and incorrectly capitalized items, the student will select the correctly capitalized entry in ____% of the cases. (P. 171)

*P3 Given ten pairs of correctly and incorrectly punctuated items, the student will select the correct entry in ____% of the cases. (P. 172)

0204 GRAMMAR AND USAGE

02041 Use correct grammar, usage and structure in sentences.

P1 Given an assignment to write a sentence, the student will use the correct tense throughout.

P2 The student will write five simple sentences using subject and predicate correctly in ____% of the cases.

P3 Given a topic, the student will write five simple sentences about it using pronouns, verbs, adjectives and adverbs with ____% accuracy.

*P4 Given twenty sentences, and correct and incorrect terms available to be used in the sentences, the student will identify the correct terms in ____% of the cases. (P. 173-174)

*P5 Given twenty complete, fragmented and run-on sentences, the student will correctly identify which each is in ____% of the cases. (P. 175-176)

0205 COMPOSITION

02051 Write a paragraph using appropriate language, logic, organization, relevance, economy and clarity.

*P1 Given fifty minutes and the necessary materials, the student will correctly organize and legibly write a paragraph of 200-250 words on an assigned subject. (P. 177)

P2 Using his/her own address, the student will write a paragraph of 100-150 words describing the location of the student's home in relation to the nearest hospital, school, shopping center, police department or fire station.

P3 After viewing a picture, the student will write a 100- to 150-word description of what it portrays.

P4 Given a description of a saleable object or skill, the student will write a classified advertisement offering it for purchase.

P5 Given a topic for which he/she feels concern, the student will write a persuasive essay of 400-500 words justifying that opinion.

P6 After reading or listening to a communication, the student will summarize the main idea and supportive details.

0206 LETTER WRITING

02061 Write and address correct business and social letters.

P1 The student will write and address a conventional social letter using correct form (i.e., heading, salutation, closing and addressing).

*P2 The student will write and address a business letter using correct form (i.e., heading, inside address, salutation, complimentary close and addressing). (P. 178)

0207 CITIZEN LETTERS

02071 Select appropriate governmental or political agencies to contact by letter for assistance with basic problems or concerns.

*P1 Given an opportunity to select an issue for which he or she feels support or concern, the student will identify the appropriate representatives to contact concerning that issue at the local, state or national level (one for each) and address envelopes to each representative with ____% accuracy. (P. 179)

02072 Contact governmental agencies about areas of concern by writing letters.

*P1 Given an opportunity to select an issue for which support or concern is felt, the student will develop the content of a letter explaining his/her concern to the appropriate agency, or to the media. (P. 180)

0208 CITIZEN FORMS

02081 Complete governmental forms accurately and neatly.

P1 Given a list of five available governmental services, the student will select one and describe the application procedure (e.g., driver's license, business license, building permit, public assistance, civil service job, etc.).

*P2 Given a Social Security card application, voter registration form, automobile accident report form, a work permit, a change of address form, etc., the student will successfully complete the form. (P. 181)

0209 CONSUMER FORMS

02091 Complete consumer forms and documents.

*P1 Given a variety of forms (e.g., credit applications for an auto loan and a credit card, warranty cards, catalogue order forms, claim forms and checks), the student will read and fill them out correctly. (P. 182-183)

0210 CONSUMER LETTERS

02101 Write consumer letters.

P1 Given an advertisement from a current newspaper, magazine or catalogue, the student will write a business letter ordering goods, requesting services or information.

P2 The student will write three letters of complaint:

a) improper service (faulty repair, discourtesy)

b) an error in an order

c) a computer overcharge in a monthly statement

*P3 The student will write a letter of complaint about an employment problem. (P. 184)

0211 JOB SEARCH AND APPLICATION

02111 Write in applying for and working on a job.

P1 The student will write a letter of acceptance. He or she will include the place and time employment begins, beginning wages and an expression of appreciation.

P2 Given a list of organizations, the student will select one and write a business letter to obtain job information.

P3 Given an employment situation, the student will perform the necessary on-the-job communication procedures, i.e., business memoranda, personnel reports, logs of job activities or other forms, so that the meaning is clear.

P4 The student will prepare a resume for a specific job, using personal data--including educational and work experiences, interests and personal traits--all of which are either required by the job or are related to good performance in the job.

P5 The student will distinguish the difference between a recommendation and a reference.

*P6 The student will identify appropriate responses to a want ad. (P. 185-186)

03 LISTENING

03001 Know ways in which good listening habits and techniques improve comprehension and personal relationships.

*P1 The student will identify instances of poor and good listening techniques. (P. 187)

03002 Understand, summarize and interpret the content of an oral presentation (follow main idea, sequence).

P1 After listening to another person in one-to-one conversation, the student will identify the sequence of events or ideas and summarize the main idea or intent of the discussion.

P2 After listening to a short story at an appropriate level, the student will identify the sequence of events and express the main idea of the story.

P3 After listening to a speaker addressing an audience, the student will identify the main idea and sequence of the presentation.

P4 After listening to a group or panel discussion, the student will state the main ideas expressed by the group.

*P5 After listening to a news broadcast on radio or television, the student will state the main ideas and sequence of the presentation. (P. 188)

P6 After viewing a filmed narrative, the student will state the main ideas expressed by the characters and the sequence of events.

P7 After listening to an oral presentation, the student will identify whether the speaker's purpose was to entertain, inform or to persuade.

P8 Given a listening situation, the student will identify supporting evidence, propaganda devices, and postpone final judgment until presentation is complete.

03003 Respond to oral conversation (follow directions, ask relevant questions, make contributions).

P1 After listening to another person in one-to-one conversation, the student will ask questions and make contributions that follow the main ideas and sequence of the conversation.

P2 After listening to a set of directions (how to do something, how to get somewhere), the student will list the steps in appropriate order.

*P3 After listening to a set of directions (how to do something, how to get somewhere), the student will perform the task as described. (P. 189)

P4 In sharing group conversation, the student will ask relevant questions, make appropriate responses and participate in task completion.

P5 After listening to a radio, television or film presentation, the student will ask relevant questions, make appropriate responses and participate in related activity.

03004 Receive messages, converse concisely and repeat information accurately.

P1 Given a message, the student will paraphrase that message in detail with accurate names, places, etc.

*P2 Given a real or simulated situation, the student will answer the telephone and accurately repeat to the instructor the message received. (P. 190)

03005 Recognize ways in which a speaker may influence an audience.

*P1 Given an oral presentation, the student will identify and give examples of ways in which the speaker may have attempted to influence his/her audience: fact and opinion, bias, appeal to authority, tone. (P. 191)

03006 **Listen to an oral presentation and take accurate notes.**

*P1 Given an oral presentation, the student will construct an organized summary from notes taken during the course of the presentation. (P. 192)

04 SPEAKING

04001 Understand the importance of using effective speaking techniques.

*P1 After listening to examples of good public speaking, the student will distinguish effective from ineffective speaking techniques. (P. 193)

P2 After viewing films or other enactments of common conflict situations, the student will: a) explain the effects of poor spoken communication; b) identify the factors that contributed to poor spoken communication.

P3 After participating in a group discussion, the student will identify instances where verbal and nonverbal blocks occurred and point out reasons for them.

P4 After listening to formal and informal debates over issues of current interest, the student will identify the most persuasive contestant and explain the reasons for his/her choice.

04002 Use effective techniques in spoken communications.

*P1 Given a speaking task, the student will use voicing techniques (volume, inflection, intonation, articulation, expression, etc.) so that he/she is heard and understood by the group. (P. 194)

P2 Given a passage to read, the student will use voicing techniques so that he/she is heard and understood by the group.

P3 Given a series of simulated interviews with persons in such positions as credit manager, banker, teacher, tax consultant, employer, policeman or librarian, the student will: a) phrase questions to elicit needed information; b) formulate answers to provide relevant or requested information.

P4 After viewing advertising film clips, the student will analyze the speaker's technique and its appropriateness to characteristics of the intended audience.

04003 Give directions in such a way that a listener can follow them.

P1 In response to an impromptu question with regard to a subject with which he/she is familiar, the student will tell how to do something, such as a) how to prepare a tossed salad, b) how to play solitaire or c) how to change the batteries of a flashlight.

*P2 Allowed time to prepare, the student will teach a game or a process through oral instruction. The effectiveness of the oral instruction will be evaluated on how well the listener(s) understand(s). (P. 195)

04004 Ask clear and logical questions.

*P1 In conversation with another person, the student will ask questions related to the topic (e.g., ask a sales clerk for information; ask a telephone operator how to place a long distance call; ask a doctor for a prescription or prevention for illness; ask for help from a policeman; ask for aid from a tax specialist; ask for assistance from a librarian). (P. 196)

P2 In conversation with a group, the student will ask questions related to the topic (to clarify a given idea or issue; to clarify another person's point of view).

P3 After listening to a speaker addressing an audience, the student will ask questions related to the topic (to clarify a given idea or issue; to clarify another person's point of view).

P4 After listening to a broadcast or narrative on radio, television or film, the student will ask questions related to the topic, main idea or sequence of events (to clarify a given idea or issue; to clarify another person's point of view).

04005 Give clear and logical answers to questions.

*P1 In response to questions from another person, the student will give clear and logical answers. (P. 197)

04005 (cont.) P2 In conversation with a group, the student will answer questions related to the topic or to clarify a personally held position or point of view.

P3 In answering questions by telephone, the student will speak clearly to supply the needed information or to clarify an issue or point of view.

04006 Organize and present verbal information to a particular audience or situation.

P1 In real or simulated conversation with a child, the student will present ideas or instructions clearly and be understood (as in a fire drill or a safety patrol).

P2 In conversation with a fellow classmate or peer, the student will present ideas or answers clearly so as to be understood.

P3 In conversation with a teacher, employer or other adult, the student will present ideas clearly so as to be understood.

*P4 In conversation with a group, the student will present ideas clearly so as to be understood. (P. 198)

04007 Convey verbal ideas clearly and logically to individuals and to groups.

*P1 When asked for directions, the student will correctly describe how to get from A to B (as in following a map locating a particular room in a building). (P. 199)

P2 In group discussion, the student will speak clearly enough to be understood and support statements or opinions with examples or related ideas.

P3 In speaking to a group, the student will speak clearly enough to be understood and will support statements or opinions with examples or related ideas.

04008 **Speak audibly, clearly and appropriately in home, community, career and social situations.**

P1 The student will explain how to perform an activity, e.g., change a tire, play a game, groom an animal.

P2 The student will introduce himself/herself to others, such as a prospective employer, banker, credit manager.

P3 The student will introduce family, friends or business associates to others.

*P4 The student will speak on the telephone so that he or she can be understood, performing the following tasks:

a) answer phone, personal or business
b) give information to doctor, telephone operator, fire department and/or other selected parties
c) seek information from doctor, telephone operator, fire department and/or other selected parties
d) relay messages

(P. 200-201)

05 MEDIA AND COMMUNICATIONS

05001 **Understand the impact of television and other media on life.**

*P1 The student will name five different kinds of television programming and state what can be gained from each. The student will also list three other media and state what can be gained from each of them. (P. 202)

05002 **Understand, summarize and interpret the content of a visual presentation (film, TV, slide).**

*P1 After viewing a filmed narrative, the student will identify the main ideas expressed. (P. 203)

P2 After viewing a filmed narrative, the student will ask questions and make observations that follow the main ideas and sequence of events.

P3 After viewing a filmed narrative, the student will describe the significance of the main ideas.

05003 **Know the five basic types of mass media.**

*P1 Given a list of various forms of communications (e.g., telephone, radio, magazines, television), the student will identify the five types of mass media. (P. 204)

06 COMPUTING

0601 BASIC OPERATIONS ON NUMBERS

06011 Perform the basic operations of addition, subtraction, multiplication and division with whole numbers.

P1 Given five problems involving two or more whole numbers vertically or horizontally, the student will compute their sums with ____% accuracy.

P2 Given five problems involving two whole numbers listed vertically or horizontally, the student will compute the differences with ____% accuracy.

P3 Given five problems involving two whole numbers, the student will compute their products with ____% accuracy.

P4 Given five problems involving two whole numbers, the student will find their quotients with ____% accuracy.

*P5 Given five story problems involving whole numbers, the student will solve the problems by adding, subtracting, multiplying or dividing with ____% accuracy. (P. 205)

06012 Perform the basic operations of addition, subtraction, multiplication and division with common fractions.

P1 Given five problems involving two or more common fractions and mixed fractions, vertically or horizontally, the student will compute their sums with ____% accuracy.

P2 Given five problems involving two common fractions and mixed numerals, vertically or horizontally, the student will compute the differences with ____% accuracy.

P3 Given five problems involving two common fractions and mixed fractions, the student will compute the product with ____% accuracy.

06012 P4 Given five problems involving two common fractions and mixed numerals, the student will compute the quotient with _____ % accuracy.

*P5 Given five story problems, the student will solve the problems using addition, subtraction, multiplication and division of common fractions and mixed numerals with _____ % accuracy. (P. 206)

06013 Perform the four basic (+, -, x, ÷) operations with decimals.

P1 Given five problems involving decimal addition combinations, the student will compute the sums with _____ % accuracy.

P2 Given five problems involving decimal subtraction combinations, the student will compute the differences with _____ % accuracy.

*P3 Given five problems involving decimal multiplication combinations, the student will compute the products with _____ % accuracy. (P. 207)

P4 Given five problems involving decimal division combinations, the student will compute the quotients with _____ % accuracy.

0602 BASIC OPERATIONS ON MEASURES

06021 Add and subtract measures of such things as time, distance and coinage.

P1 Given five problems involving days, months and years, the student will compute the sums and differences with _____ % accuracy.

P2 Given five problems involving seconds, minutes and hours, the student will compute the sums and differences with _____ % accuracy.

P3 Given five problems involving denominations of inches, feet, yards and miles, the student will compute the sums or differences with _____ % accuracy.

06021 (cont.) *P4 Given five problems involving monetary values, the student will compute the sums or differences with ____% accuracy. (P. 208)

0603 NUMBER WORDS

06031 Translate mathematical symbols for operations and numbers into words.

P1 The student will demonstrate a working knowledge of the words "sum," "difference," "product" and "quotient."

*P2 Given five different, commonly used, decimal numbers, the student will write their word names with ____% accuracy. (P. 209)

0604 NUMBER CONVERSIONS

06041 Change common fractions to decimals and decimals to fractions.

*P1 Given three fractions, the student will identify the decimal equivalent and vice versa with ____% accuracy. (P. 210)

06042 Change decimals or fractions to percents.

*P1 Given three numbers stated as decimals or fractions, the student will change them to percent form with ____% accuracy. (P. 211)

06043 Change percent to decimals or fractions.

*P1 Given three numbers stated as percents, the student will state them as fractions or decimals with ____% accuracy. (P. 212)

0605 MEASURE CONVERSIONS

06051 Convert units within and between the metric and English measurement systems.

P1 Given five statements of metric or English measurments, the student will convert the measurements from one unit to another.

Example: Centimeters to meters
Feet to yards

*P2 Given five measurements in the metric or English systems and the appropriate conversion tables, the student will identify the measurements which are equivalent in the other system. The measurements could involve mixed numbers, decimals and units, such as:

a) yards, feet, inches
b) meters, centimeters, kilometers
c) liters, milliliters, kiloliters
d) gram, kilogram, milligram
e) hours, minutes, seconds

(P. 213)

0606 PERCENTS

06061 Compute percents.

P1 The student will express 1/2, 1/3, 1/4 and 3/4 as percents and vice versa with _____% accuracy.

*P2 Given five simple problems involving a ratio or decimal fraction, the student will convert to a percent expression with _____% accuracy. (P. 214)

0607 AVERAGES

06071 Compute the average for a given set of data.

P1 Given the fact that a team played twelve games and had a win/loss record of .500, the student will interpret what this means.

06071 (cont.) *P2 Given five sets of numbers, the student will determine the average of each set with ____% accuracy. (P. 215)

0608 MEASUREMENT

06081 Know the terminology of the metric and other common measurement systems.

*P1 Given measurement units such as feet, liters or cubic centimeters, the student will identify them as measures of length, weight or volume with ____% accuracy. (P. 216)

06082 Use common measurement devices appropriately.

P1 Given three pictures of clock faces, the student will identify the different hours and minutes correctly.

P2 The student will measure progress of time. (E.g., it is now 2:00. How many hours until it is 5:00? How many minutes?)

P3 Given five pieces of wood, the student will measure each to the nearest 1/8 inch or centimeter with ____% accuracy.

P4 Given five containers, the student will determine the capacity of each in the metric and English units with ____% accuracy.

P5 Given a list of five items, the student will determine what change he or she should receive with ____% accuracy. (For example, change from $5.00 for a $3.72 purchase.)

P6 The student will read a speedometer, thermometer, gas tank gauge, temperature gauge, and describe what each measures.

P7 Given a scale to measure weight and five objects to weigh, the student will tell the weight of each in both metric and English units with ____% accuracy.

06082 (cont.) *P8 Given a specified list of five liquid containers, the student will rank them in order from smallest to largest. (P. 217)

P9 Given a recipe, the student will measure the necessary ingredients in both metric and English units.

P10 Given a protractor and five angles, each less than 180°, the student will measure _____ of them correctly.

P11 Given a compass, the student will accurately draw a circle.

06083 Select appropriate measurement units.

*P1 Given five problem situations involving units, the student will select the units that should be used in representing the answers to the problems with _____ % accuracy. (P. 218)

0609 GEOMETRY

06091 Recognize common two- and three-dimensional figures in space and their significant parts and properties.

P1 The student will distinguish parallel, perpendicular, intersecting, vertical and horizontal lines.

*P2 By sketching or by labeling prepared models, the student will identify the following geometric figures and objects:

triangle
square
rectangle
circle
cube
sphere
box
cylinder
cone

(P. 219)

06092 Recognize basic angle properties and relationships.

P1 Given five objects within his or her own classroom, the student will identify their right angles which open in different directions.

06092 (cont.) P2 Given a set of five angles, the student will order the angles according to size.

*P3 Given a set of three angles, the student will accurately estimate the size of ____ of them within 15°. (P. 220)

06093 Recall and use simple formulas to solve geometric problems, e.g., area of rectangle, perimeter of rectangle, and volume of rectangular solid.

P1 The student will compute the perimeter of a square, rectangle, triangle and circle.

*P2 The student will compute the area of a square, rectangle, triangle and circle. (P. 221)

0610 TIME

06101 Use measurements of time such as second, minute, hour, day, week, month and year.

*P1 Given three problems involving two dates, the student will compute the number of days (or months and days) between them with ____% accuracy. (P. 222)

P2 Given three problems involving two times, the student will compute the hours and minutes between them with ____% accuracy.

P3 Given three problems involving a measurement of time (such as 6 months), the student will convert to an equivalent measure (such as 26 weeks or 1/2 year) with ____% accuracy.

06102 Tell time to the nearest minute.

*P1 Given a picture of a clock, the student will determine the indicated time to the nearest minute. (P. 223)

0611 MAPS, CHARTS, GRAPHS AND TABLES

06111 Use maps.

P1 Given five problems requiring the student to find two points of interest when the coordinate designations are given, the student will solve them with ____% accuracy.

P2 Given three problems requiring the student to find the highway distances between two towns on the map, less than 100 miles apart and not in a densely populated area, the student will solve them with ____% accuracy.

*P3 Given four problems requiring the student to find the direction one point on the map is from another point using the designations N, NW, W, etc., the student will solve them with ____% accuracy. (P. 224)

P4 Given four problems requiring the student to find the air mile distances between two points (more than 100 miles apart) by using the scale on the map, the student will solve them with ____% accuracy.

P5 Given four problems requiring the student to find the closest access to a freeway from a given point on the map, the student will solve them with ____% accuracy.

P6 Given five maps, the student will make use of information such as: symbols, scale, mileage indicators, townships, direction, etc., to respond to questions.

06112 Read and use graphs, tables and charts.

P1 Given three problems requiring the student to read one component from a table when the other component is given, the student will solve the problems with ____% accuracy.

P2 Given five problems involving a circle graph, bar graph or line graph, the student will determine whether a statement about each problem is true or false with ____% accuracy.

06112 (cont.) *P3 Given two problems involving a simple bar graph or line graph, the student will determine one component when the other component is given with ____% accuracy. (P. 225)

0612 CALCULATORS AND COMPUTERS

06121 Recognize real life situations in which calculators and computers may be used.

P1 The student will identify five situations in which access to a computer would be helpful (balancing a checkbook, paying bills, shopping).

P2 Given a list of five technological advances, the student will identify those which were due partly to the electronic computer.

P3 The student will identify and describe at least three ways in which computers have contributed to our economic well being.

*P4 The student will identify at least two possible ways in which computers could endanger our personal rights and well being. (P. 226)

06122 Know nature and effects of computers.

*P1 The student will demonstrate a knowledge of what a computer is. (P. 227)

P2 The student will identify at least five ways in which he/she has been affected by a computer, either directly or indirectly.

06123 Use a calculator to perform basic computations.

P1 The student will identify several situations in which a calculator would be helpful.

*P2 The student will perform the basic arithmetic operations of addition, subtraction, multiplication and division on a calculator. (P. 228)

0613 FORMS AND TAXES

06131 Compute for completion of tax forms and other governmental forms.

P1 Given five examples of millage rate and assessed valuation, the student will compute property taxes with ____ % accuracy.

P2 Given five examples of the sales tax rate and the amount of purchases, the student will compute the sales tax with ____ % accuracy.

*P3 The student will accurately complete federal and state income tax forms for a given situation. (P. 229-230)

0614 COMMON CONSUMER COMPUTATION

06141 Use basic computational skills to solve consumer problems dealing with interest, commission, down payment and percentage.

P1 The student will compute the salesperson's earnings from a sale, given the amount of the sale and the rate of commission.

P2 The student will compute the down payment required given the price and the percent down payment required.

P3 The student will compute the take-home pay adjustment necessary to maintain a standard of living given a base salary and the cost-of-living increase or decrease.

P4 The student will compute the interest charges on a loan at a given rate for a given period of time.

P5 The student will compute the cash savings on a cash vs. credit transaction.

P6 The student will compute the discount price of an item given the selling price and the percent discount.

*P7 The student will compute the rate of interest given the principal amount, the repayment amount and the period of time. (P. 231)

06142 Understand skills used in basic consumer computations.

P1 Given data regarding costs of ownership and operation of an automobile, the student will determine total monthly expense and yearly expense.

*P2 Given distances traveled (A, B, C and D), cost per gallon and number of gallons used, the student will find the total distance traveled, the average miles per gallon and the total cost of gasoline used. (P. 232)

06142 (cont.) P3 Given the dimensions of a floor, the student will estimate the square yards of floor covering required to cover it.

P4 Given the dimensions of a patio or driveway, the student will estimate the cubic yards of concrete required for the job.

06143 Understand skills necessary to maintain a checking account.

P1 Given a bank statement and checkbook, the student will make a bank reconciliation.

*P2 Given a list of deposits, checks written, and a previous balance, the student will balance a checking account. (P. 233)

06144 Figure costs and change.

P1 The student will determine how many items he or she can purchase at a given cost with a certain total sum of money.

P2 Given the price of several grocery items, the student will estimate the total cost of purchasing them.

P3 Given an amount of money, the student will determine whether or not he or she can purchase a specified list of items.

P4 Given the necessary information, the student will determine if the bill for a purchase of various items is correct.

*P5 Given a sales slip, the student will determine the total bill and the correct change if $5, $10, or $20 is given in payment. (P. 234)

06145 Compare costs and values.

P1 The student will compare and contrast several brands of similar materials in terms of price, quality and suitability to determine the best buy.

*P2 Given a menu with food prices listed, the student will determine which ones would be the lowest cost for people to afford. (P. 235)

06146 Compute differences in the prices of goods and services.

P1 Given three different quantities of the same commodity, the student will determine which represents the best cost-per-unit value. (E.g., given three different sized tins of tomatoes, determine the most favorable cost per ounce.)

*P2 Given three newspaper ads, the student will determine which item is the best buy. (P. 236)

0615 USING TABLES, GRAPHS AND CHARTS

06151 Read and interpret consumer tables, graphs and charts.

P1 Given a Social Security benefits table, the student will identify the benefits available in several specific circumstances.

P2 Given the mileage chart on the map, the student will find the mileage between two points.

P3 Given a tax table, the student will determine taxes due for a given net income.

P4 Given a circle graph, bar graph or line graph and appropriate statements, the student will determine the validity of each statement.

*P5 Given a sales tax chart, the student will determine the tax on a given purchase amount. (P. 237)

0616 SALARY, BENEFITS AND DEDUCTIONS

06161 Compute salaries, benefits and deductions.

P1 Given a monthly pay voucher, the student will identify the difference between gross pay, net pay and the other various deductions.

P2 Given a simulated paycheck stub, the student will distinguish between payroll deductions and spendable income by identifying the various deductions; distinguish among the deductions, such as taxes, insurance plans or charity, by properly categorizing all listed deductions; and identify take-home pay as spendable income.

*P3 Given the rate of pay, the number of hours worked, the social security rate, the income taxes rate and any optional deductions, the student will determine take-home pay. (P. 238)

*P4 Given an hourly wage figure, the student will compute gross pay for a forty-hour week, or any other length week, for several weeks, and for annual earnings. (P. 239)

07 FAMILY HEALTH AND SAFETY

0701 HEALTH PRINCIPLES

07011 Know the principles of nutrition.

P1 Given a list of ten foods, the student will specify to what nutrition group each food belongs with ____% accuracy.

P2 Given a menu for a week, the student will give reasons why it did or did not provide a balanced and nutritious diet.

P3 Asked to plan a menu for a week, the student will plan meals which are appropriate and nutritious.

P4 Given a description of a fad diet, the student will analyze its nutritional value.

P5 Given a list of foods, the student will estimate their nutritional value and contribution to physical well being.

P6 Given examples of major vitamins important to good nutrition, the student will:

a) identify sources of the vitamins in natural food substances
b) determine whether or not his/her personal diet for one day provides the "minimum daily requirement" of the specific vitamins
c) explain the influence of the vitamins on the body

P7 The student will give five different examples of how diet influences appearance, social development, physical development and mental attitudes.

P8 The student will identify causes, effects and means of prevention of malnutrition, overweight and underweight.

*P9 The student will identify the major contributors to the body's development and energy level. (P. 240)

07012 Know principles of hygiene and grooming.

*P1 The student will list and justify five daily practices that contribute to personal health with ____% accuracy, (for example, bathing, wearing clean clothes). (P. 241)

P2 Given a list of two hygiene practices in each of the areas of teeth, hair, skin and nails, the student will give a short summary describing why each practice is important.

P3 The student will briefly explain three reasons why personal cleanliness might affect another's health, particularly as it relates to food handling and public contacts.

07013 Know the importance of physical fitness in everyday life.

P1 The student will give four reasons why physical fitness is important.

P2 Given a list of ten activities that would tend to keep the body mentally and physically fit, the student will identify those that are necessary for the care and upkeep of the body for successful daily living with ____% accuracy and explain the benefits to the body provided by that activity.

*P3 Given a watch with a second hand, the student will identify his or her approximate pulse rate before and after exertion. (P. 242)

P4 Based on his or her age, height and body type, the student will identify a satisfactory weight level, measure his or her own weight an plan an appropriate weight control program.

P5 The student will identify three ways to meet emergency demands on physical and mental energy.

07014 Know the relationship of recreational activities to personal health.

P1 The student will describe a recreational activity of each of the following types: physical, mental and social.

*P2 Using a recreational activity in which he/she presently participates, the student will describe how it contributes to physical, mental or social development. (P. 243)

07015 Know principles of rest, relaxation and sleep.

*P1 The student will identify the relationships of rest, relaxation and sleep to fatigue, inability to study and concentrate, and other undesirable outcomes. (P. 244)

07016 Know the principle of good posture.

*P1 The student will identify the effects of poor posture upon physical fitness. (P. 245)

07017 Know the principles of dental health.

*P1 The student will identify accepted practices which result in dental health maintenance. (P. 246)

07018 Know the principles of mental health.

P1 The student will identify three psychological properties that are attributed to normal, well-adjusted individuals.

P2 Given a hypothetical situation, the student will discuss the basic emotional needs of an individual to be loved, to be accepted, to achieve and to gain recognition. He/she will relate those needs to behavior patterns in the given situation.

P3 The student will recognize the importance of using appropriate techniques for coping with common problems of conflict and stress.

07018 (cont.) P4 The student will recognize the importance of sound mental health in his/her life development process.

*P5 The student will recognize the interrelationships between living conditions and behavior. (P. 247)

07019 Know the interrelationship of physical fitness, emotional well being and intellectual growth.

P1 Given three hypothetical situations, the student will select the one that best illustrates an interrelationship between physical fitness, emotional well being and intellectual growth.

P2 Using situations in his/her own life, the student will describe feelings of emotional stress.

P3 Using situations in his/her own life, the student will describe how feelings of hunger or thirst affect ability to study or concentrate.

P4 Using situations in his/her own life, the student will describe changes in self-confidence upon developing new levels of physical proficiency.

P5 The student will give an example of the influence of physical health on mental health.

*P6 The student will give an example of the influence of a person's mental condition on his/her physical condition. (P. 248)

P7 The student will identify individual attitudes that are necessary for handicapped persons to lead a more normal life.

0702 ILLNESS PREVENTION

07021 Know common disease risk reducing or prevention techniques.

07021 (cont.) P1 Given a list of five communicable and five noncommunicable diseases, the student will identify them as such and will give one risk reducing or preventive measure for each, with at least ____ % accuracy. (Sample list: Mumps, chicken pox, measles, influenza, diabetes, arteriosclerosis, lung cancer, ulcer and anemia.)

*P2 The student will describe prevention or risk reducing techniques for major health problems. (P. 249)

07022 Know methods of preventing dental health problems.

*P1 The student will identify means to prevent diseases of the teeth and gums (nutrition, fluoridation, brushing, using dental floss, etc.). (P. 250)

0703 SIGNS OF ILLNESS

07031 Recognize physical signs which indicate a need for medical attention.

P1 The student will identify ten symptoms which warrant professional care with _____% accuracy. (Sample answers: high fever, unconsciousness, severe pain, chronic cough, blood in the urine, persistent swelling, severe diarrhea, unusual fatigue, chronic indigestion and rapid weight loss.)

P2 From a list of ten symptoms relating to illness (five of which warrant professional care), the student will select those which warrant professional care with at least _____% accuracy.

P3 Given a list of eight common illnesses and/or ailments, the student will identify and describe at least two symptoms for each with _____% accuracy.

P4 The student will identify danger signals and symptoms of venereal disease.

P5 The student will identify danger signals and symptoms of cancer and cardiovascular illnesses.

*P6 Given thermometer reading representations, the student will identify the indicated temperature. (P. 251)

P7 Given a case study involving mental depression, the student will identify key symptoms and suggest a course of action.

P8 The student will identify three reasons for the increase in suicides among young people.

P9 Given a list of observable behaviors, the student will identify those indicating stress.

07031 (cont.) P10 The student will describe the differences between mental disorders and mental disease.

P11 The student will describe the characteristics of several mental disorders.

P12 The student will identify the primary indicators of good mental health.

0704 TREATMENT OF ILLNESS

07041 Locate and use information and resources related to physical health.

P1 The student will describe community programs that offer information and instruction in prenatal care and childbirth.

P2 The student will indicate where he or she can get free or very low cost medical, dental and immunization care, and how to contact the Health Department and other agencies to protect his or her health.

P3 The student will identify his/her family doctor.

P4 Given a city map, the student will identify the location of the hospital or health center nearest to home.

P5 Given a telephone book, the student will find the number of a nearby ambulance.

P6 The student will identify methods used in selecting a physician.

*P7 The student will identify community, state and national agencies concerned with the aged, alcoholism, child welfare, family and personal problems, the handicapped, medical care, intergroup services, drug abuse, venereal disease and pregnancy. (P. 252)

07042 Locate and use information and resources related to mental health.

P1 Using his or her own community, the student will locate and identify mental health resources.

07042 (cont.) P2 Using a list of available mental health services, the student will evaluate each according to services offered, availability, costs, etc.

P3 The student will identify resources specific to psychological needs (e.g., family, friend who can be counted on in an emergency, counseling centers, etc.).

*P4 The student will identify procedures to obtain medical help if it was felt that he/she had a mental health problem. (P. 253)

0705 DRUGS AND HEALTH

07051 Know the appropriate use and abuse of drugs, alcohol and tobacco.

P1 Given a list of various groups of drugs and drug terms, the student will match them with their proper definitions with ____% accuracy.

P2 The student will identify at least five reasons why people turn to the abuse of drugs.

P3 The student will identify seven reasons why people drink.

P4 The student will identify and define three diseases associated with excessive use of alcohol.

P5 The student will identify four agencies or organizations that help alcoholics and their families.

P6 The student will identify six danger signals of alcoholism.

*P7 The student will identify negative effects of smoking on health. (P. 254)

P8 Given a list of terms associated with smoking and the dangers involved, the student will match them with their definitions.

07051 (cont.) P9 The student will identify five reasons why people smoke.

P10 Given a list of seven common drugs (e.g., alcohol, aspirin, penicillin, marijuana, heroin) the student will accurately identify, without the direct use of outside resources, at least one potential harmful effect and potential helpful effect of four of the seven which are consistent with effects described in medical literature.

P11 The student will identify physiological changes accompanying various amounts of alcohol, drugs and tobacco.

P12 The student will identify psychological changes accompanying various amounts of alcohol, drugs and tobacco.

0708 COMMUNITY HEALTH

07081 Know factors important to the community physical health and safety.

P1 Using his or her community, the student will evaluate its health-related resources (i.e., the number of doctors and dentists, the number and size of hospitals, etc.).

P2 Using his or her own community, the student will evaluate its safety-related resources (i.e., the number of police officers and fire fighters, the amount and adequacy of their equipment, etc.).

P3 Using his/her own community, the student will locate and identify major types and sources of pollution and the effects.

P4 The student will describe a community immunization program.

*P5 The student will cite examples of the result of lack of control of rodents and pests. (P. 255)

07082 Know factors that affect the mental health of the community.

P1 The student will identify factors contributing to community mental health. (For example, recreational and cultural facilities, urban renewal, medical and welfare facilities, various Department of Health, Education and Welfare projects.)

*P2 The student will identify community referral sources for social and emotional problems. (P. 256)

0709 ACCIDENT PREVENTION

07091 Know factors that contribute to safe living, at home, at work, at play or on the road.

07091 (cont.)

P1 Given ten accident situations (bicycle, home fires, power tool, boating, etc.), the student will describe how each accident could have been prevented.

P2 Given a list of potential hazards in and around the home, the student will survey his or her own home, check those areas where hazards exist and suggest ways for their elimination.

P3 The student will identify personal physical limitations and explain ways of compensating for them in order to prevent accidents.

P4 Given a potential hazard situation, the student will describe ways of assisting handicapped people.

P5 Given case studies of crisis situations which resulted from failure to use appropriate accident prevention, lifesaving, first aid or fire fighting techniques, the student will identify the techniques that should have been used and explain how their use might have changed the outcome in each situation.

P6 The student will describe four common electrical shock hazards.

P7 The student will describe the major hazards in the following disaster situations: flood, hurricane, tornado, home fire, nuclear radiation, earthquake and inclement weather.

P8 Given a list of five potential hazardous substances, the student will describe how these substances may become hazardous with ____% accuracy.

P9 Given a list of ten common unsafe practices and conditions involving utilities and appliances, the student will identify corrections for them with ____% accuracy.

P10 Given a list of five unsafe common surfaces, the student will identify one method by which each may be corrected with ____% accuracy.

07091 (cont.)

P11 Given a map depicting the local area, the student will identify safe neighborhood play areas.

P12 Given case studies in which users of off-street play areas became temporary traffic safety hazards, the student will identify the factor causing the hazard and suggest alternate behavior.

P13 Given descriptions of selected occupations, the student will describe the major safety hazards of each.

P14 Given an opportunity to make field visitations, the student will identify and demonstrate safety procedures.

P15 Given examples of specific fire accidents, the student will give five preventive measures and procedures in controlling those specific fires (e.g., reducing heat, eliminating oxygen, cutting off fuel supply).

P16 Given a map showing available travel routes in the local area for bicyclists, the student will select those which may decrease the hazard of motorized vehicles.

P17 Given a list of available personal protective equipment, the student will identify those items which will reduce severity of collision impact for the bicyclist.

P18 Given five different traffic situations with accompanying diagrams, the student will describe appropriate applications of the rules of the road for bicycle operation.

P19 Given a list of protective devices for motorcyclists, the student will describe their purposes.

P20 Given a list of colors and types of clothing, the student will identify those considered the safest for pedestrian use in various kinds of weather and illumination.

07091 (cont.) P21 Given a list of techniques and items of equipment which can add to pedestrian visibility to motorists, the student will describe the benefit of each.

P22 Given an opportunity to perform in an on-street situation, the student will demonstrate proper use of signalized pedestrian crossings.

*P23 The student will identify the correct procedures governing pedestrian use of sidewalks and roadways. (P. 257)

P24 The student will identify three reasons why hitchhiking is a hazardous method of travel.

P25 Given a list of inconsiderate passenger actions, the student will describe how they increase the likelihood of the driver's losing control.

P26 Given a list of alternative actions by vehicle occupants in the event of a crash, the student will identify those which could enhance chances of survival.

P27 Given a list of adverse weather conditions, the student will describe appropriate driver conduct in each.

P28 The student will give some probable effects of emotional stress on the individual driver on the highways.

P29 Given a list of external and internal automobile safety features, the student will describe their purposes.

P30 Given a list of vehicle maintenance procedures that are essential to the safe performance of an automobile, the student will describe their effects.

0710 ACCIDENT TREATMENT

07101 Know basic first-aid skills.

P1 Given an emergency situation which involves shock, the student will describe ways of treating and protecting the victim.

07101 (cont.) P2 Given a simulated drowning, the student will demonstrate artificial respiration.

P3 Given a problem which involves severe bleeding, the student will explain how to stop bleeding by:

a) direct pressure and elevation
b) pressure bandage and elevation
c) digital pressure
d) tourniquet, giving care for shock

P4 Given a problem situation, the student will demonstrate dilution and washing out of internal poisoning and will state whether vomiting is or is not encouraged and why.

*P5 The student will identify techniques involving position and conservation of body temperature for accident victims. (P. 258)

P6 Given a situation where there is either an opened or closed fracture, the student will demonstrate how to immobilize that area.

P7 Given any of the three classifications of burns, the student will describe the necessary first-aid treatment.

0711 EMERGENCY PROCEDURES

07111 Know emergency procedures which contribute to the safety of self and others.

P1 Given an example of a sudden injury or illness to a friend, the student will demonstrate approved emergency procedures.

P2 Given a list of community resources for providing aid, the student will identify those to be notified immediately in the event of various forms of accident or injury.

P3 The student will identify his/her legal and moral responsibilities upon arriving at an accident scene.

07111 (cont.) P4 After witnessing a simulated accident, the student will perform essential tasks in providing immediate assistance and in seeking professional help.

P5 Given a description of common home fires, the student will describe three ways to extinguish the fires.

*P6 Given a home fire situation, the student will identify at least three do's and don'ts of emergency fire control. (P. 259)

P7 Given a simulated collision, the student will list medical and legal responsibilities.

P8 During a fire drill, the student will demonstrate the proper way of exiting a building.

P9 The student will list the basic dangers of natural disasters, such as earthquake, tornado, hurricane, flood, flash flood, forest fire, etc.

P10 The student will describe what to do in time of a nuclear attack.

0712 SAFE DRIVING

07121 Know principles of safe driving.

P1 The student will identify reasons why a driver must:

a) be physically alert while driving
b) have a knowledge of vehicle laws
c) exhibit defensive driving habits
d) have a knowledge of motor vehicle operation

*P2 The student will identify steps to take to avoid unsafe driving conditions. (P. 260)

07122 Know laws and regulations governing use of motor vehicles.

P1 Given a description of the financial responsibility law, the student will list three basic insurance coverage provisions.

07122 (cont.) *P2 The student will identify from memory six laws or ordinances covering the operation of motor vehicles. (P. 261)

P3 The student will identify the basic procedures a person must follow after being party to a motor vehicle accident.

P4 Given an opportunity to perform in an on-street situation, the student will demonstrate proper use of a pedestrian crossing.

P5 Given a set of pictures of the common signs and signals, the student will identify each sign and its meaning.

P6 The student will list five rules of the road for bicyclists and explain the purpose of each.

07123 Know the auto's instrument panel, safety devices and controls essential to car control under normal and emergency conditions.

P1 The student will identify each item on the instrument panel and briefly describe its function.

P2 The student will locate and describe the function of the ignition and starter switch, accelerator, foot brake, parking brake, steering wheel.

*P3 The student will identify the correct position for holding the steering wheel of a car. (P. 262)

P4 The student will draw a diagram of a shift indicator and identify selector positions.

P5 The student will demonstrate correct hand and arm signals, identifying the meaning of each.

P6 The student will demonstrate the correct procedures for starting, putting in motion and stopping an automatic and a manual shift car.

07123 (cont.)

P7 The student will describe the proper technique for maintaining control if a curve turns out to be sharper than anticipated.

P8 The student will describe what a driver should do if he/she is about to be hit from behind.

P9 The student will explain the significance of the advice, "Don't give up too soon," as related to a driver's efforts to "drive out" of an emergency.

P10 The student will describe what the driver and passengers should do if a collision cannot be avoided.

P11 The student will give in order the steps and precautions used in changing tires and putting on snow chains.

07124 Know what preparations should be taken to avoid emergencies and also what steps can be taken when involved in an emergency driving situation.

P1 The student will summarize why a driver should prepare in advance for certain types of emergency situations that can arise.

P2 The student will describe what a driver should do if:

a) the accelerator sticks
b) a tire blows out
c) the brakes fail
d) steering fails
e) the headlights fail
f) the engine dies in traffic
g) the hood flies up

P3 The student will explain why quick braking or turning can be dangerous at high speed and what may result.

P4 The student will describe the correct procedure if a car stalls on a railroad track and explain how to avoid stalling.

P5 The student will describe what a driver should do if his/her car catches fire.

07124 (cont.) P6 The student will describe the correct procedure to follow if the right front wheel goes off the pavement and how to return to the pavement.

P7 The student will describe procedures to maintain vehicle control when driving on snow and ice.

*P8 The student will identify special equipment that can be used for driving in snow and ice and describe the effects of each. (P. 263)

P9 The student will describe the techniques important to starting a car in motion on snow and ice.

P10 The student will describe how to prepare for and drive under night driving conditions.

P11 The student will describe the use of the brake and of lower gears in mountain driving and explain why coasting is dangerous in mountain driving.

07125 Know the special skills and considerations required for driving in adverse conditions.

P1 The student will identify pre-trip precautions that would be appropriate for driving in bad weather.

P2 The student will describe how a driver can maintain and improve driving visibility, and what should be done to make sure his or her own car is seen under adverse conditions.

P3 The student will describe the road surface condition in the first few minutes after rain starts and tell why surfaces are especially slippery then.

P4 The student will describe hydroplaning, tell what aspects of car control may be lost, what dangers are involved, and what defensive measures a driver should use.

*P5 The student will identify means to recover from a skid. (P. 264)

07126 **Know that alcohol and drugs are detrimental to safe driving.**

P1 The student will give facts that justify the effort being made to remove drinking drivers from the highways.

*P2 The student will identify ways in which alcohol affects the body. (P. 265)

P3 The student will describe how the use of alcohol affects a person's ability to perform each step of the driving task.

P4 The student will describe some legal approaches in use today by state governments to remove the drinking drivers from the roads.

P5 The student will explain what is meant by an "implied consent" law and why it is important.

P6 The student will compare the effects of each of the four basic groups of drugs on a person's ability to drive.

07127 **Know how to protect the pedestrian and the bicyclist.**

P1 The student will tell why it is imperative for a driver to protect pedestrians, pointing out the vulnerability of pedestrians.

P2 The student will describe the right-of-way laws relating to pedestrians.

P3 The student will describe the correct procedures for a driver to follow when entering or leaving a car on the street side.

P4 The student will describe the special precautions a driver must take to help see pedestrians at night.

P5 The student will describe at least three situations that demand of the driver special care for pedestrians.

P6 The student will describe the five approaches that a driver must use to guard against pedestrian accidents.

07127 (cont.) P7 The student will explain why pedestrian accidents are more likely to occur away from business sections.

P8 The student will identify the three groups of pedestrians most often involved in accidents.

P9 The student will explain why parking lots present pedestrian problems, especially at shopping centers, and describe the precautions a driver should take to avoid trouble.

*P10 The student will describe at least five things a driver can and must do to protect bicyclists and will explain reasons for these actions. (P. 266)

0713 FAMILY RESPONSIBILITIES

07131 Understand the responsibilities of marriage.

P1 The student will identify three types of criteria that represent mature bases for deciding to marry, such as stable income, maturity and personal commitment.

*P2 The student will identify aspects of marriage which should be discussed and agreed upon before a couple decides to marry (e.g., number of children desired, when to start a family, religion, housing, employment, how to make financial decisions, sharing of house chores, role of in-laws). (P. 267)

P3 The student will briefly explain five ways that effective communication between husband and wife contribute to the success of marriage.

P4 Given the statement "All marriages require adjustment," the student will give four areas in which adjustment might be necessary (e.g., in-law relationships, social activities, friends, religion, personality, economics, intellectual pursuits, cultural interests and children).

P5 The student will describe the legal requirements for marriage in his/her state and neighboring states.

P6 The student will describe the special responsibilities related to teenage marriage and parenthood.

P7 The student will give the basic reasons for marital disharmony, methods to avoid it and the implications of divorce.

P8 Given a list of marriage alternatives, the student will give the strengths and weaknesses of these alternatives as compared with traditional marriage.

07132 Understand the responsibilities of parenthood.

P1 The student will describe parent responsibility in relationship to proper child care.

P2 The student will give five reasons for giving children increasing responsibilities.

P3 The student will describe a parent-teenager conflict and develop a simulated case study of a teenager in conflict with his or her parents, giving possible solutions.

P4 The student will give and discuss the responsibilities related to parenthood, including an understanding of current techniques and theories regarding the raising of children.

*P5 The student will identify the expected costs involved in having and rearing a child. (P. 268)

07133 Understand the family responsibilities of children.

*P1 The student will describe a system of communications among family members that holds promise of helping foster harmony and growth. (P. 269)

07134 Understand the place of the aging in family life.

*P1 The student will identify characteristics of the aging person. (P. 270)

P2 Given the opportunity to visit senior citizens, the student will discuss two satisfying and two problem areas relating to aging and how they might affect a family with an aged member.

0714 FAMILY PLANNING

07141 Know the methods of family planning.

07141 (cont.) P1 The student will identify community health resources and medical agencies available for family planning and will describe the steps a person would take to receive information and counseling.

0715 CHILD REARING

07151 Recognize stages in child growth and development and the requirements for parental supportiveness at each age.

P1 Given a list of life growth stages from ages 0 to 17, the student will identify three problems generally associated with each and will suggest ways to help with them.

P2 Given the following four problems:

a) lack of communication
b) financial stress
c) changing family roles
d) family crisis

the student will describe how each might affect a child's development.

P3 The student will describe the typical fears of children at various ages and ho[illegible] to help with them.

P4 The student will assess costs involved in having and rearing a child.

P5 The student will describe safety measures that can be taken to protect children at various ages.

07151 (cont.) P6 Given a study of early or late adolescent maturations, the student will:

a) identify special frustrations or stress that occur to early and late maturing individuals in social situations

b) describe ways that social situations might be altered to ease these frustrations

c) describe attitudes that individuals might be helped to adopt in order to cope with the situations

P7 Given an example of early marriage, the student will evaluate the possible effects on children born to the relationship.

*P8 The student will identify the advantages and disadvantages of various methods of disciplining children. (P. 271)

07152 Recognize the environmental influences on a child's development.

*P1 The student will describe how environmental influences (such as peers, siblings, media, culture, etc.) affect a child's development. (P. 272-274)

0716 FAMILY PROBLEM SOLVING

07161 Recognize family problems and know alternatives for their solutions.

P1 Given descriptions of major conflict or crisis situations growing out of an inability to cope with a family role (e.g., single, married, divorced, parent), the student will identify the causes of conflict and will suggest optional strategies and community resources available to help resolve the conflict or crisis.

*P2 The student will identify the steps a newly arrived family should take to meet its housing, recreational, cultural, educaional, medical or welfare needs. (P. 275)

07161 (cont.) P3 Given case studies of individuals who made unsuccessful occupational changes, the student will:

a) identify the attitudes which interfered with successful adaption (e.g., fear, hostility, aggressiveness, inferiority, condescension)

b) suggest techniques for coping with such attitudes

P4 Given a variety of carefully structured descriptions of problem situations (e.g., job loss, death in the family, receipt of an unexpected legacy, crowded living conditions, parents about to be divorced, failing in three subjects in school), the student will:

a) determine the nature of the problem to be solved and the desired outcomes

b) investigate alternative solutions

c) choose the most acceptable alternative

d) suggest how time and money should be budgeted to meet specified objectives

e) suggest ways to judge whether proposed activities or actions are leading to the desired outcomes

07162 Know sources for resolution of family problems.

*P1 Given a situation in which conflict or crisis has occurred, the student will give available community resources that may help resolve the conflict. (P. 276)

08 CITIZENSHIP

0801 THE GOVERNMENT

08011 Understand the structure and function of the national government.

P1 The student will identify the three branches of the national government.

P2 Given the names of the three branches of the national government, the student will explain the composition and the major functions of each branch.

P3 Given a list of national officials, the student will identify their function within the national government with ____% accuracy.

P4 The student will name the present U. S. President and will identify the number of years remaining in his or her term of office.

P5 The student will explain briefly the basic process of electing the President.

P6 The student will identify the names of both houses of the Federal Congress and the names of representatives and senators from his/her district and state with ____% accuracy.

P7 The student will identify the following with ____% accuracy.

a) term of representatives and senators
b) qualifications of representatives and senators
c) role of both houses in impeachment of officials

P8 Given an unorganized list of the steps that a bill takes through Congress, the student will list them in their appropriate sequence with ____% accuracy.

08011 (cont.) P9 The student will identify the following with ____% accuracy:

a) number of justices on the supreme court
b) length of terms of federal judges
c) name of Chief Justice of the U.S. Supreme Court

*P10 The student will identify the various Federal courts and their jurisdictional powers, and will identify the appointive process related to the various courts. (P. 277)

P11 Given a list of national governmental agencies, the student will identify the three major branches of national government and the branch in which each agency falls.

08012 Understand the structure and function of the state government in Illinois.

P1 The student will describe the function of the legislative, judicial and executive branches of government in Illinois.

P2 Given a list of governmental agencies, the student will indicate which branch of government they are under and identify their primary responsibilities with ____% accuracy.

P3 Given a list of issues and concerns, the student will identify those which are within the jurisdiction of the state with ____% accuracy.

*P4 The student will identify the structures of the state government. (P. 278)

08013 Understand the structure and function of local and county government.

*P1 The student will identify the functions of local government with ____% accuracy. (P. 279)

P2 The student will identify the functions of county government with ____% accuracy.

08013 (cont.) P3 The student will identify who makes the laws for the community.

P4 The student will describe how the lawmakers of the community are chosen.

P5 The student will describe who is responsible for carrying out local laws.

P6 The student will describe the function of the governing agencies in the community.

P7 Given a list of problems, the student will select the county or city governmental agency which would deal with each of them with ____% accuracy.

P8 Given a list of services, the student will identify which is provided by the county or city government with ____% accuracy.

08014 Understand the relationships between the branches of government.

*P1 The student will identify the nature and purpose of the "checks and balances" system between the branches of government. (P. 280)

08015 Understand the relationships between the different levels of government.

*P1 Given five legal contemporary issues, the student will identify whether they are the responsibility of the federal, state or local government with ____% accuracy. (P. 281)

P2 Given a list of five governmental powers, the student will identify those powers reserved to the federal government, those reserved to the state government, and those unique to city and county governments with ____% accuracy.

0802 RIGHTS AND RESPONSIBILITIES OF CITIZENS

08021 Understand the basic rights and responsibilities of citizens in our society.

P1 The student will identify five basic rights and attendant responsibilities of individuals in our society (e.g., right to bear arms, responsibility to bear arms safely, right to free speech, responsibility to speak truthfully) with ____% accuracy.

P2 The student will differentiate between American rights, privileges and obligations (e.g., free speech, voting, driver's license).

P3 The student will present two examples of how the majority has acted to protect the rights of the minority.

P4 Given a list of ten citizens' rights, the student will identify those which apply to an accused person with ____% accuracy.

P5 Given a specific Constitutional right, the student will explain its meaning and application to him or her as a right and responsibility of a citizen.

*P6 The student will identify rights which are protected by the Constitution. (P. 282)

0803 CITIZEN PARTICIPATION

08031 Understand the ways in which citizens can Participate in and influence government.

P1 The student will identify three general ways in which a responsible citizen can participate in and affect government.

P2 The student will identify two ways in which a responsible citizen can take part in government and will describe how each illustrates good citizenship.

08031 (cont.) P3 The student will:

a) identify the political party that most nearly represents his/her own beliefs about the organization and purposes of government

b) identify a variety of ways in which he/she could become involved in supporting the activities of that party

P4 The student will describe how voting provides a means for citizen participation in social, economic, and political decision making.

P5 The student will identify five specific ways in which a citizen can influence the decision-making process on the local level.

P6 Given a political objective, the student will identify three alternative means for an individual to participate in the political process leading to the attainment of that objectiv[illegible]

P7 The student will identify courtroom procedures and jury duty requirements.

P8 The student will identify five clubs, organizations, etc., outside of government, through which the individual might contribute to the immediate community.

*P9 The student will identify the various ways a citizen has to redress grievances to any level of government other than by voting, e.g., initiative, referendum, recall petitions, lobbying, letter writing, etc. (P. 283)

0804 THE LAW

08041 Understand why laws are necessary.

P1 The student will identify two laws needed for the protection of society.

P2 The student will identify five problems that could arise in a community which has no laws.

08041 (cont.) P3 The student will identify at least five antisocial behaviors (shoplifting, vandalism, traffic violations, drug abuse, crimes against persons, etc.), and will explain why these antisocial behaviors cost all individuals in the society and why they are considered unlawful.

P4 Given examples of laws that apply to young people (e.g., use of alcohol, voting, driving), the student will explain the need for such laws.

*P5 Given a list of crimes, the student will identify them as misdemeanors, felonies or capital crimes with ____% accuracy. (P.284)

08042 Recognize the need for and methods of obtaining legal assistance.

P1 Given case studies in which individual rights have been denied, the student will suggest three methods of appeal (e.g., file a lawsuit, appeal to the appropriate board or commission or the public in an open hearing, write a letter to a newspaper).

P2 Given a list of five agencies, the student will identify those that provide legal aid (district attorney, judge, private attorney, etc.) with ____% accuracy.

P3 Given a variety of circumstances on contract matters, the student will identify those in which legal assistance should be sought.

*P4 Given the names of five public legal officers, the student will identify the major responsibility of each with ____% accuracy. (P. 285)

0805 TAXES

08051 Know the basic purposes and principles of taxation.

08051 (cont.) P1 The student will define and give an example of each of the following: regressive taxation, progressive taxation, graduated taxes, and proportional taxation with ____% accuracy.

P2 The student will define and give an example of each of the following: income tax, sales tax, use tax, real property tax, and personal property tax with ____% accuracy.

P3 The student will explain how real property taxes are computed on individual residences.

P4 Given a list of six governmental services, the student will identify which are financed by taxes, and identify what type of tax supports each service with ____% accuracy.

*P5 The student will identify the sources of income for the various levels of government (e.g., income, sales, and property taxes) with ____% accuracy. (P. 286)

0806 THE ENVIRONMENT

08061 Recognize a citizen's responsibility to the environment.

P1 Given an opportunity to participate in (or otherwise learn about) a recycling or reforestation project, the student will give its positive results.

P2 Given a case study regarding land use planning, the student will give two reasons for its importance.

P3 Given date, the student will identify the estimated cost of litter control efforts to the local community.

P4 The student will describe what measures local industries have taken to control pollution, and will compare the costs of such measures with the results.

P5 Given a list of five types of pollution, the student will describe what a student or family can do to prevent such pollution.

08061 (cont.)

P6 Given samples of common household chemicals, such as insecticides, the student will identify their effects upon the environment, and will propose and defend an alternative solution.

P7 Given information regarding world-wide demand for energy and the rapidly diminishing supply of sources, the student will discuss substitute sources of energy, and will develop a program of action to reduce his or her own use of energy.

P8 The student will define renewable and nonrenewable resources and give examples of each.

P9 The student will identify the effects of the overuse of any specific resource and the long-range consequences of such overuse.

P10 The student will give ways in which each person can help conserve some natural resource.

P11 The student will identify and describe three major causes of pollution (air, water, land, or noise), give their effects, give possible solutions, and explain what is being done about these problems as they exist in the local area.

P12 Given a list of the earth's resources, the student will describe alternative solutions to their depletion.

P13 The student will select three endangered animal species and tell what measures are being and could be taken to conserve them.

P14 Given alternative methods of transportation, the student will identify the advantages and disadvantages of each for the environment.

*P15 Given a list of four possible methods for the reduction of vehicle emissions, the student will identify the most effective one. (P. 287)

0807 GOVERNMENT AND COMMUNITY SERVICES

08071 Recognize community and governmental services.

*P1 Given a problem situation, the student will identify the community or volunteer agency which offers assistance to citizens having that form of difficulty. (P. 288)

P2 Given situations describing individuals in distress, the student will describe the process of seeking aid or volunteering aid in the community.

P3 Given a list of available governmental services, the student will select one, explain how to locate the appropriate agency, and describe the application procedure (e.g., driver's license, business license, building permit, public assistance, civil service job, etc.).

P4 The student will identify the qualifications for receiving financial assistance from local agencies.

P5 The student will identify agencies and organizations other than public schools which provide educational opportunities.

P6 The student will identify agencies and organizations which provide leisure time and avocational opportunities.

P7 The student will identify and explain the function of agencies and organizations which provide assistance in times of community disaster.

P8 The student will identify and describe the function of agencies which provide work opportunities and occupational guidance.

P9 Given a list of five national, five state and five local governmental agencies, the student will briefly describe the basic services offered by at least _____ of those agencies.

0808 AMERICAN SYSTEM AND HERITAGE

08081 Know our American values, systems, and heritage.

P1 Given case studies, the student will describe three selected issues in the context of their historical development.

P2 Given a selected number of everyday problems, the student will describe how to investigate historical solutions (successful or unsuccessful) as a basis for proposing solutions, and will use that information to offer solutions.

P3 The student will describe the historical background that led to the American political system.

*P4 The student will identify basic principles of our capitalistic system. (P. 289)

P5 Given a list of basic values, the student will identify five that recur in U.S. history.

P6 The student will relate the basic values of the American society to political decisions.

P7 The student will describe events in American History such as the Colonial Period, the Revolutionary Period, the founding fathers, etc. The time, place and historical significance of each event is to be specified.

09 CONSUMERISM

0901 FINANCIAL MANAGEMENT

09011 Understand and plan budgets.

P1 Given a sample of both a low and an average income level and a simulated family situation, the student will plan two monthly budgets based on current wages and prices for three consecutive months, so that expenses do not exceed income.

P2 The student will identify principles of the budget-making process and characteristics of a good budget.

P3 Given current costs for various budget categories, the student will revise a prepared budget to reflect current needs and to provide for savings.

*P4 The student will identify the purpose of budgets. (P. 290)

09012 Know the implications of and procedures for major financial decisions.

P1 The student will identify the responsibilities of the consumer in contractual agreements.

P2 The student will describe the consequences of a large installment purchase on future family finances.

P3 The student will define the following terms: down payment, monthly payments and repossession.

P4 The student will identify major costs of buying and owning a house and give the steps in financing a house.

P5 The student will identify considerations, such as location, condition, floor plan, etc., which help in selecting a house.

P6 The student will describe the services provided by realtors, loan agents, appraisers and attorneys.

09012 (cont.) P7 The student will identify five kinds of checks that a purchaser should make on a used car he/she is seriously interested in buying and give five items that he/she should have a mechanic check.

*P8 The student will identify fixed costs, operating costs, and hidden costs that are added to depreciation in the cost of owning a car. (P. 291)

09013 Recognize obligations in borrowing money.

*P1 The student will identify the major consequences of failing to repay a loan according to the contract (e.g., loss of credit rating, garnishee of wages, court proceedings). (P. 292)

P2 The student will identify the responsibilities of the consumer in contractual agreements.

P3 Given a case study of an individual unable to meet credit obligations, the student will give two courses of action and two agencies which may help to alleviate the problem.

09014 Understand use of various forms of money substitutes.

*P1 The student will identify the uses of credit cards, personal checks, certified checks, cashier's checks, traveler's checks and money orders. (P. 293)

09015 Know sources of financial assistance and their various services.

P1 The student will identify the three main places to go for credit, and give an advantage and disadvantage of each.

P2 The student will identify two nonprofit agencies which provide debt counseling.

P3 The student will identify six local, state or national agencies that give assistance in a specific financial consumer problem.

09015 (cont.) *P4 The student will compare the services offered by a credit union, bank, savings and loan, and finance company. (P. 294)

09016 Recognize the various types of insurance and their importance.

P1 The student will name and explain advantages and identify the purposes of three different types of insurance (e.g., life insurance, automobile insurance, health and accident insurance, income replacement insurance, personal liability insurance).

P2 Given a case study, the student will give the types of insurance required by law in the given situation.

P3 The student will identify at least one reliable insurance agency which could provide information for a given type of need.

P4 The student will develop programs of income protection and health insurance for a variety of income and need situations.

P5 The student will develop programs of permanent or temporary life insurance covering a variety of income and risk situations.

*P6 The student will identify the purposes of various forms of insurance. (P. 295)

0902 BANKING

09021 Understand banking services.

P1 The student will identify and describe five services commonly provided by a commercial bank.

P2 The student will identify ways savings will help to provide future financial security.

09021 (cont.) *P3 The student will identify various savings institutions and will compare the advantages of each. (P. 296)

0903 CREDIT

09031 Know the sources of consumer credit, how to obtain this credit, and the uses of credit.

P1 The student will identify three sources of consumer credit and explain how credit is obtained from each of them.

P2 The student will describe two disadvantages of credit use and at least two advantages.

P3 The student will describe three situations which would affect a credit recommendation.

P4 The student will identify differences in costs of various types of credit.

P5 The student will describe credit ratings and why they are needed.

P6 Given a simulated situation, the student will select the kind of credit that would most appropriately meet economic and personal needs.

P7 The student will define three terms commonly used in credit transactions.

P8 The student will describe consequences of failing to maintain a satisfactory credit record.

P9 The student will distinguish the difference between open and closed credit.

P10 The student will identify the kind of credit available in the community and where it can be obtained.

P11 The student will identify at least four uses for consumer loans.

*P12 The student will identify consequences of purchasing on credit. (P. 297)

0904 COMPARISON SHOPPING

09041 Understand the elements of careful shopping and buying procedures.

P1 The student will identify the kinds of information a shopping plan should include.

P2 The student will identify techniques for assuring that "sale" purchases are really bargains.

P3 The student will identify important facts that should be checked in all warranties and guarantees at time of purchase.

P4 The student will identify the steps in the buying decision-making process and will apply these steps in a case study.

P5 The student will identify effects of emotional factors on purchasing decisions.

P6 The student will identify several personal buying habits which may need improvement.

P7 The student will describe personal economic factors that influence decisions in the marketplace.

P8 The student will identify procedures for determining quality of given products or services.

P9 The student will identify the type of retail establishment or service that would provide the best services for consumers with various shopping needs.

P10 The student will describe factors that influence prices the consumer must pay in the marketplace for a specific product.

*P11 The student will identify how the factors of price, quality, convenience and need affect consumer decisions. (P. 298)

0905 FINANCIAL RECORDS

09051 Recognize the importance of good record keeping.

P1 Given the necessary information, the student will record receipts and expenses in a given record-keeping system.

P2 The student will identify reasons for keeping cancelled checks, receipts and pay vouchers.

P3 The student will describe a method and type of record-keeping that could be personally useful.

P4 The student will identify possible consequences of improperly kept records.

*P5 The student will identify expenditures which have relevance to income tax deductions and will use this information in determining a record-keeping system. (P. 299)

0906 CONSUMER PROTECTION

09061 Understand how laws protect consumers.

P1 The student will identify federal and state laws passed to protect the consumer in the marketplace.

P2 Given a list of laws protecting consumers, the student will identify reasons for their enactment.

P3 The student will function as a claimant or judge in a mock small claims court.

P4 The student will describe which price and interest information must be disclosed according to the truth-in-lending law.

P5 The student will identify the rights and responsibilities of the consumer in credit card transactions.

P6 The student will identify kinds of door-to-door sales contracts that may be rescinded under Illinois Law.

P7 The student will identify interest charges which exceed the maximum allowable by law.

*P8 The student will identify the major provisions of the Fair Credit Reporting Act. (P. 300)

09062 Understand the functions and services of various agencies providing assistance to consumers.

P1 The student will match the names of national or state agencies with the activities or commodities they are responsible for regulating.

P2 The student will identify the functions and services of at least two nongovernmental agencies concerned with consumer protection.

P3 The student will describe the procedure for reporting legitimate problems to the proper authorities.

*P4 The student will identify the functions of government consumer protection agencies. (P. 301)

09063 Recognize both legal and illegal advertising and merchandising techniques.

P1 The student will identify the advantages and disadvantages of advertising for the consumer.

P2 Given a variety of advertising examples, the student will distinguish between informational and motivational ads.

P3 Given several advertising samples, the student will identify the fallacies and hidden assumptions in the advertising materials.

*P4 The student will identify characteristics and instances of fraudulent or deceptive trade practices. (P. 302)

0907 PROTECTION OF POSSESSIONS

09071 Know the principles of care for maintaining consumer goods.

*P1 The student will identify means to care for given equipment and supplies. (P. 303)

09072 Know methods to prevent theft and vandalism of possessions.

*P1 The student will identify methods to prevent theft or vandalism of property. (P. 304)

10 WORLD OF WORK AND CAREER

1001 OCCUPATIONAL INFORMATION

10011 Locate and interpret occupational information.

P1 The student will identify sources of information concerning training requirements for various professional occupations in the career area of his/her choice.

P2 Using the Dictionary of Occupational Titles, the student will identify for a career of his/her choice:

a) the job title
b) D.O.T. #
c) work performed
d) worker requirement
e) clues for relating applicants and requirement
f) training and methods of entry
g) related job titles.

P3 The student will use the Career Information Service (C.I.S.) materials to find:

a) student aptitude inventory
b) job descriptions
c) training information.

P4 Given C.I.S. readouts, the student will report on one occupation included in that report:

a) job description
b) occupational outlook
c) working conditions and salary
d) training requirements.

P5 Given an occupation, the student will identify all likely sources of information concerning job openings for that occupation: newspaper, want ads, employment office, union hall, private employment agency, trade magazines, placement office, people who work at a job.

*P6 Given a complete folded newspaper, the student will locate and read the Help Wanted ads to answer questions. (P. 305-307)

1002 CHOOSING A CARE̲ER

10021 Recognize characteristics and requirements of occupations.

P1 The student will identify basic tasks of a variety of common occupations and occupational families.

*P2 The student will identify the required abilities (educational, physical, experience, training) of a variety of common occupations or occupational families. (P. 308)

P3 The student will identify different occupations that occur within broad families of occupations.

P4 The student will identify differences in working conditions within occupational families and their effects on life roles.

P5 The student will identify the importance of social, technological and economic changes in occupations.

10022 Know one's own personal characteristics relevant to career decisions and occupational requirements.

P1 Having identified areas of career interest, the student will relate physical strengths and weaknesses to the requirements of those career areas.

*P2 Having identified areas of career interest, the student will relate mental abilities and aptitudes to the requirements of those career areas. (P. 309)

P3 Having identified a career field of interest, and given access to appropriate sources of information, the student will:

a) establish goals related to meeting the entry-level requirements of available jobs in his/her career field.

10022 (cont.)

b) identify the skills and knowledge he or she needs to acquire in order to meet these qualifications

c) identify alternative ways for acquiring the competencies needed and select the most practical way

d) explain how pursuit of his or her chosen plan will benefit personal and career development.

P4 The student will describe how his/her own interests and values relative to the four life roles of family, economic, avocational and citizen will affect career decisions.

10023 Know the effects of career choices upon family life.

*P1 Given five different jobs, the student will identify possible effects of each on aspects of family life, such as where he/she might live, type of housing, type of recreational life, the size of family and the type of education for children within that family. (P. 310)

10024 Know and use sources of vocational testing and guidance.

*P1 Given the results of interest and aptitude tests and other measuring instruments, the student will identify occupations to which his/her abilities, interest and aptitudes are relevant. (P. 311)

P2 The student will relate personal skills to occupational requirements.

P3 The student will relate career fields to his or her own developing life style.

1003 GETTING A JOB

10031 Know and use job interview skills.

10031 (cont.) P1 The student will perform a job interview for a specific job of his/her choosing Interviewee should arrange for the interview, demonstrate social skills and give extended responses, as well as ask questions pertinent to the job.

P2 Given specific types of job interviews, the student will identify acceptable posture, dress, personal grooming, and facial expression.

P3 The student will identify his or her saleable skills, talents and experiences.

*P4 The student will identify factors that influence the success or failure of a job interview. (P. 312)

1004 ON THE JOB

10041 Understand the importance of personal attitudes in work situations.

P1 Given the term attitude, the student will define the work in a paragraph.

P2 Given a variety of situations, the student will describe the type of attitude needed to handle the situation.

P3 Given descriptions of personal accounts of people at work, the student will identify and describe in writing the attitude displayed and its effect.

P4 The student will explain the relationship of an employee's attitudes to his or her achievement.

P5 Given a list of attitude statements, the student will identify positive and negative attitudes.

P6 Given the assignment of interviewing people who work in different career environments, the student will identify attitudes which people may have toward work.

P7 The student will describe his or her personal set of work values.

10041 (cont.) *P8 The student will identify benefits of sharing ideas, accepting responsibility, accepting and giving criticism, and discussing and cooperating with others in order to complete work assignments. (P. 313)

10042 Understand safe work habits.

P1 Given simulated work situations, the student will identify safety rules for tools or equipment.

P2 Given the appropriate safety equipment, the student will demonstrate how to use it.

P3 Given a task or a simulated work situation for home or on the job, the student will identify the established safety procedures and identify those elements that could lead to an accident.

P4 The student will identify the safety rules and regulations of the school and explain why they are necessary.

*P5 The student will identify the safety rules applicable in various work situations. (P. 314)

10043 Recognize the importance of punctuality and attendance at work.

*P1 Given a school attendance history, the student will identify the conclusion that potential employers might develop about the subject's dependability. (P. 315)

P2 The student will identify five effects that tardiness or poor attendance can have on the operation of a business.

P3 The student will identify three effects that tardiness or poor attendance can have on keeping a job or progressing in a career.

10044 Know the rights and responsibilities of employers and employees.

P1 The student will identify at least five major employment laws and the agencies that administer them.

10044 (cont.) *P2 The student will identify the applications of employment compensation laws to workers. (P. 316)

P3 Given a description of a job situation, the student will give the responsibilities of the employer and the employee.

1005 CAREER ADVANCEMENT

10051 Understand sources and methods necessary for continuing preparation for career advancement.

P1 The student will identify sources of information concerning training requirements for various professional occupations in the career area of his or her choice and will identify post-high school institutions which would meet identified training needs.

P2 The student will make a check list of things necessary to do to gain admission to a given post-high school schooling or training opportunity.

P3 The student will keep a personal career plan and show flexibility by updating the plan considering changes in school curriculum, career fields and personal interests.

*P4 Given a list of five occupations, the student will identify the type and length of training required for each. (P. 317)

P5 The student will give five sources of information available to adult citizens who wish to make an occupational job change.

P6 Given a list of occupations, the student will select three and identify the types of job advancement that are related to additional training and experience.

10052 Plan for career adjustment or change throughout his or her lifetime.

*P1 The student will identify possible effects of social change, technological changes, governmental changes and economic changes on personal occupational change. (P. 318)

Sample Test Items

SECTION III: SAMPLE TEST ITEMS

01011 *P1

Below are three paragraphs with five words underlined in each. Read the paragraphs, then after each paragraph the five words are listed with four possible definitions. Circle the letter next to the word(s) which is the best definition of the word.

The federal government offered only piecemeal remedies for the inflation. The President was preoccupied by peacemaking and hampered by a Congress controlled by the opposition party. The Revenue Act of 1919 carried on the policy of progressive taxation and in the process helped check inflation.

1. Piecemeal
   - A amazing
   - B bit by bit
   - C organized
   - D quiet
2. Preoccupied
   - A distracted
   - B at home
   - C unconcerned
   - D annoyed
3. Hampered
   - A clothed
   - B angered
   - C reassured
   - D hindered
4. Progressive
   - A consistent
   - B decreasing
   - C increasing
   - D fluctuating
5. Inflation
   - A expansion
   - B contraction
   - C recession
   - D deflation

01011 *P1 (cont.)

The reduction of photosynthesis and thus the production of oxygen is one of the major ecological effects which makes the outlook for the future ominous. Deciduous forests in the United States are currently producing oxygen equivalent to only one-half of the production one hundred years ago.

1. Photosynthesis
   - A oxygen transporting in blood
   - B nerve impulses
   - C energy production in green plants
   - D flight of birds

2. Ecological
   - A economical
   - B environmental
   - C elliptical
   - D historical

3. Ominous
   - A foreboding
   - B cheery
   - C questionable
   - D startling

4. Deciduous
   - A flowering
   - B evergreen
   - C leaf bearing
   - D tropical

5. Equivalent
   - A similar
   - B opposite
   - C related
   - D same

The radical's insistence on speaking only from personal experience was a rare incident in annals of political rhetoric. There are many examples of those who claimed to speak for identifiable groups and who articulated a view of life with an icy logic.

1. Insistence
    - A detachment
    - B persistence
    - C resistance
    - D negligence
2. Annals
    - A alleys
    - B forums
    - C yearly
    - D history
3. Rhetoric
    - A oratory
    - B poetry
    - C propaganda
    - D song
4. Articulated
    - A pictured
    - B enunciated
    - C exposed
    - D quoted
5. Logic
    - A speech
    - B weather
    - C reasoning
    - D taste

In each sentence below are two words in parentheses. One of these words is correct grammar usage for the sentence, one is not. Circle the letter in front of the one which is correct.

1. John has (A. went, B. gone) to school.
2. (A. Was, B. Were) you at the movie?
3. One of the cars (A. are, B. is) wrecked.
4. Jane forgot (A. her, B. she) hat.
5. (A. Their, B. There) dog is sick.
6. I don't feel too (A. good, B. well).
7. The cat licked (A. its, B. it's) paws.
8. We will not be going (A. their, B. there).
9. I (A. willn't, B. won't) do it.
10. (A. There, B. They're) going on a trip.
11. Each snowflake has (A. its, B. their) own shape.
12. Either John or Bill will bring (A. his, B. their) ball.
13. We must (A. of, B. have) missed a turn.
14. (A. Let, B. Leave) us be on our way.
15. (A. Sit, B. Set) the package down.
16. Billy (A. learned, B. taught) me how to fish.
17. The mail was (A. flew, B. flown) across the country.
18. We (A. saw, B. seen) the deer.
19. Bob and (A. she, B. her) went to the store.
20. The car had (A. ran, B. run) off the road.

Read each passage and from the context of each determine the meaning of each underlined word. Then underneath the passage choose the best corresponding meaning and circle the letter next to it.

This week at the Filmore "Terror of the Deep" is playing. It's a macabre movie that will chill your spine and curdle your blood. The setting is an old abandoned lighthouse, which suddenly starts sending off light. Don't miss it.

A old-time B mystery C gruesome D sea

The politician mesmerized his audience. His listeners were spellbound with his eloquence. They listened as if entranced, unable to think for themselves.

A hypnotized B inattentive C fantasized D apathetic

Read the beginning part of each sentence. Pick the word which best completes the sentence and circle the letter next to it.

To REDUCE is to	A reflect	B lessen	C enlarge	D distract
To ACCENT is to	A perfume	B stress	C expect	D reason
INGENIOUS means	A belligerent	B humble	C reverent	D clever
To TANTALIZE is to	A emulate	B simper	C tease	D sulk
PARTICULARLY means	A usually	B fairly	C especially	D undoubtedly
To VETO is to	A reply	B refund	C restate	D reject
FLEXIBLE means	A convenient	B pliant	C superior	D contrary
HABITATION means	A costume	B depression	C conduct	D residence
RIDICULOUS means	A undesirable	B unsteady	C absurd	D revealing
A FEAT is a	A foundation	B party	C miner	D deed
To REFINE is to	A refresh	B erode	C purify	D return
To SUBMIT is to	A hate	B yield	C observe	D succeed
COMMERCE means	A general	B start	C trade	D travel
A CONTROVERSY is a	A questionnaire	B temptation	C reputation	D dispute
ACCORDANCE means	A agreement	B adjustment	C agitation	D allegiance
A RECOLLECTION is	A an assortment	B a testimony	C a subscription	D a memory
To AGGRAVATE is to	A justify	B intensify	C flatter	D flutter
A MALICIOUS person is	A diseased	B desirable	C spiteful	D intelligent
An APERTURE is	A an opening	B a tenement	C a wall	D an appetizer
A TORRID day is	A misty	B humid	C cool	D hot

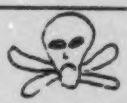
01021 *P1

Look at the warning signs below. Circle the letter beside the sign which tells you that a detour is ahead.

A OXYGEN BEING USED

B BRIDGE OUT

C DANGER

D 

Read the following word groups, circle C if it is a complete sentence, circle F if it is a sentence fragment.

1. C F A wave and a smile for you.
2. C F I said goodbye.
3. C F The street with large trees.
4. C F Dad mowed the yard.
5. C F Who do you know here?
6. C F To coin a phrase.
7. C F Who became a beautiful princess.
8. C F The boat sank quickly.
9. C F Together again, at last.
10. C F We sang yesterday.

In the following sentences identify the subject(s) and verb(s), then write them in the proper spaces at the end of the sentence.

1. Thousands of horses died in the blizzard.
   Subject ____________
   Verb ____________
2. We won the game!
   Subject ____________
   Verb ____________
3. Please run some errands for me.
   Subject ____________
   Verb ____________
4. Neither of the wolves survived the winter.
   Subject ____________
   Verb ____________
5. The board met at four and adjourned at six o'clock.
   Subject ____________
   Verb ____________
6. Buses and trucks drive on the highways.
   Subject ____________
   Verb ____________
7. The bow of the boat is shaped like a fish.
   Subject ____________
   Verb ____________
8. Into which box did you put the key?
   Subject ____________
   Verb ____________
9. There is the park.
   Subject ____________
   Verb ____________
10. Most are made with plastic.
    Subject ____________
    Verb ____________

01033 *P5

Read each sentence below, then underline the direct object(s).

1. I had expected ice cream.
2. Did you lose both your ball and your glove?
3. The senator told us the story.
4. Mom gave Sue and me a kiss.
5. Does anyone have a dime for gum?
6. The waitress gave him the check.
7. Finish your homework and drink your milk now.
8. Only one of the chairs would he recover.
9. The librarian provided plenty of information.
10. That I must see for myself.

01034 *P2

Read the sentence below, then answer the question by circling the letter next to the numbers of the two best answers.

> Women should have the right to be educated to their full potential along with men.

If a person expressed this view, which ideas below would he or she most likely believe?

1. A woman's place is in the home.
2. Women should refuse to do any housework.
3. If women do the same work as men, they should receive equal pay.
4. Women should make all of the important world decisions.
5. Women and men should share household tasks.
6. It was a mistake to give women the right to vote.

A Numbers 1 and 6

B Numbers 2 and 4

C Numbers 3 and 5

D Numbers 4 and 5

01041 *P1

Below are directions which may be found in a voting booth. Read these directions and circle the letter beside the response which best answers the question:

"If you make a mistake, what should you do?"

A Call for help.

B Change it before going on.

C Open the curtain.

1 Move red handle to right. Curtains will close for complete privacy. Machine is ready for voting.

2 Turn down voting levers of preferred candidates and YES or NO of each question. Leave all selectioned levers down.

3 (If you make an error, change it before going on.) Move red handle to left. Curtains will open. You have automatically registered your own vote.

01051 *P6

Read the following paragraph carefully.

> All the students in Leslie's ninth-grade class took a trip to Chicago. A special bus was chartered for the trip. They visited the Aquarium, the Planetarium and the Lincoln Park Zoo. At lunch time, the thirty-two ninth graders filed into the cafeteria at Marshall Field's. What a lot of hamburgers were consumed!

After reading the paragraph above, circle the letter beside the statement which you could most correctly assume.

A Leslie took a trip to Chicago.

B The Planetarium was the most enjoyable part of the trip.

C The bus driver was nervous about driving thirty-two ninth graders.

D They all ate lunch at one o'clock.

Read the following article carefully, then work the items listed on the following page.

KEEP U.S. YOUTH FIT

WASHINGTON, D.C.—Alarmed lest this turn into a nation of weaklings, the President sent a message to every school administrator saying why it is urgent that each student be physically fit.

This was followed by a second message, going to 144,000 schools, showing how this may be accomplished. In his message to school administrators, the President said: "Although today's young people are fundamentally healthier than the youth of any previous generation, the majority have not developed strong, agile bodies. The softening process of civilization continues to carry on its persistent erosion."

The kickoff of the physical fitness drive came in an executive order calling for a minimum of 15 minutes of vigorous activity each day in each school in the country.

Several studies show that American youth do worse on simple tests than youngsters of other nations. Samples: One test, which 57.9 per cent of the U.S. youngsters flunked, was given to a similar group in Italy and Austria. The Europeans had only 8.9 per cent failure. And on seven different tests given to boys and girls in the 10 to 17 age bracket, British girls ran ahead of American girls 7-0, while British boys won by 6-1. The U.S. boys were superior only in "arm power."

Not only are today's American youngsters behind youngsters of other countries, they're not so sturdy as their fathers were. Springfield College has been giving tests periodically since the 1920's, and national averages were established on the basis of these tests. Recently, not one school measured up to the national averages.

Studies also show that 72 per cent of the nation's schools have inadequate physical education programs.

Beside the ideas below, circle the letter:

A - if the idea stated in the test item is in AGREEMENT with the contents of the reading passage.

D - if the idea stated in the test item is in DISAGREEMENT with the contents of the reading passage.

N - if the idea in the test item is NEITHER STATED NOR SUGGESTED in the reading passage.

1. A D N The proposed physical fitness program requires a minimum of one hour's exercise during each school day.

2. A D N European children do better on fitness tests than American youth.

3. A D N Less than 10% of a group of European children failed on a test which was flunked by over half of the American youngsters.

4. A D N European youth develop physical skills not at school, but from hard work.

5. A D N On physical fitness tests, U. S. youth were compared with youth in all European nations except Italy and Austria.

6. A D N British boys scored lower than U. S. boys in "arm power."

7. A D N The "softness" of today's youth is due to too many milkshakes, candy bars, hamburgers and rich between-meal snacks.

8. A D N Fathers of today's American youth were sturdier than their children are.

01071 *P2

Given 2 examples of addresses which could be found on envelopes choose which of the 2 is most likely to reach the addressee, then circle the letter next to the best address:

1.	A	Mr. David Burns 6772 Broadway Tulsa, Oklahoma 74150	B	Mr. David Burns Brown, 2-story house on Broadway Tulsa, Oklahoma 74150
2.	A	Anchorage, Alaska 843 Maple Mrs. Jane Bartow	B	Mrs. Jane Bartow 843 Maple Anchorage, Alaska 68201
3.	A	Mr. Joe Zimmerman 92 Main Street Laurel	B	Mr. Joe Zimmerman 92 Main Street Laurel, Maryland 15486

Read the editorial below, then read the sentences taken from the editorial and circle F if the sentence is a fact and can be verified, circle O if it is an opinion only.

MINIMUM WAGE GOING UP?

Overall unemployment stands at roughly seven percent. Among teenagers it is about twenty percent and for black teenagers about forty percent. Still the push is on in Congress to raise the guaranteed minimum wage to three dollars an hour. If the bill passes, it will be followed immediately by wholesale firings all across the country. Depend on it. There are some jobs in our economy that just aren't worth paying three dollars an hour to have accomplished. There are many unskilled who can't yet produce enough to be worth three dollars an hour. But, they'd like a job at lower pay in order to become skilled. Being able to earn two dollars an hour....eighty bucks a week....is far more alluring to many than being unable to find work for a non-existent three dollars an hour. Many a welfare family with several unskilled teenagers plus a parent or two...would be living in Fat City if employers were allowed to hire them for what they are worth as determined by the market rather than Congress. Employers don't determine wages in a competitive market...customers do. Before Congress adds to the unemployment problem, it might try asking both teenagers and adults whether they would like to work for less than the current two-thirty an hour. They might get the same answers the consumer advocate's office in Dade County, Florida received. Almost fifty percent of those interviewed said they would be willing to work for less than two-thirty an hour. They are willing to work, but Congress won't let 'em.

Circle F for a fact, O for an opinion.

F O 1. Overall unemployment stands at roughly seven percent.

F O 2. Still the push is on to raise the guaranteed minimum wage to three dollars an hour.

F O 3. If the bill passes, it will be followed immediately by wholesale firings across the country.

F O 4. Being able to earn two dollars an hour...is far more alluring to many than being unable to find work for a nonexistent three dollars an hour.

Circle the number next to the response which answers the question below.

If you were looking for the book The Reign of Henry VIII by Stanley J. Glock in the author section of the card catalogue, under which letter would you find it?

1. R
2. T
3. H
4. G

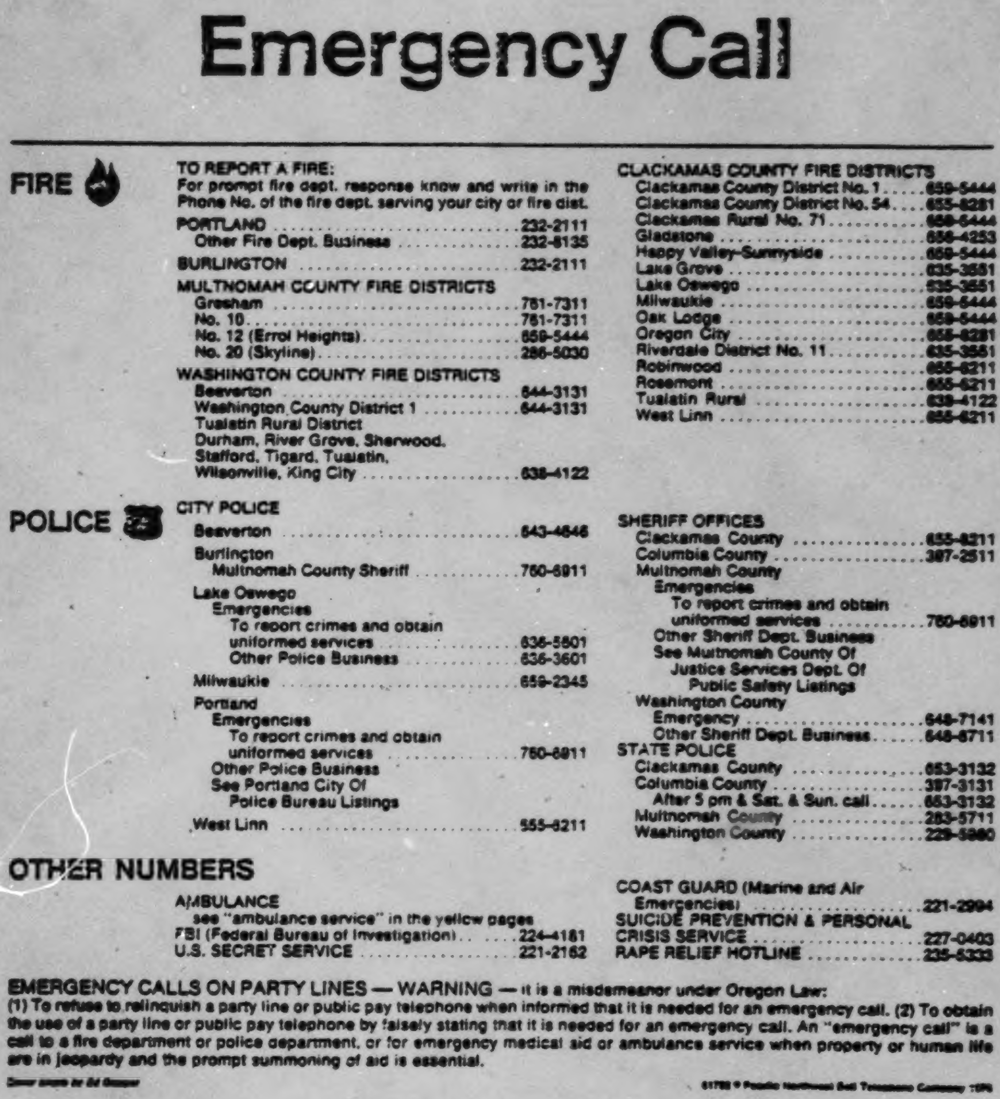
The page below from a telephone book has emergency numbers. Circle the letter beside the response which best answers the question, "What number do you dial to report a fire in Burlington?"

A 232-2111

B 644-3131

C 760-6911

D 224-4181



Emergency Call

FIRE

TO REPORT A FIRE:
For prompt fire dept. response know and write in the Phone No. of the fire dept. serving your city or fire dist.

PORTLAND	232-2111
Other Fire Dept. Business	232-8135
BURLINGTON	232-2111
MULTNOMAH COUNTY FIRE DISTRICTS	
Gresham	761-7311
No. 10	761-7311
No. 12 (Errol Heights)	659-5444
No. 20 (Skyline)	286-5030
WASHINGTON COUNTY FIRE DISTRICTS	
Beaverton	644-3131
Washington County District 1	644-3131
Tualatin Rural District Durham, River Grove, Sherwood, Stafford, Tigard, Tualatin, Wilsonville, King City	638-4122

CLACKAMAS COUNTY FIRE DISTRICTS	
Clackamas County District No. 1	659-5444
Clackamas County District No. 54	655-8281
Clackamas Rural No. 71	659-5444
Gladstone	656-4253
Happy Valley-Sunnyside	659-5444
Lake Grove	635-3551
Lake Oswego	635-3551
Milwaukie	659-5444
Oak Lodge	659-5444
Oregon City	656-8281
Riverdale District No. 11	635-3551
Robinwood	655-8211
Rosemont	655-8211
Tualatin Rural	638-4122
West Linn	655-8211

POLICE

CITY POLICE	
Beaverton	643-4646
Burlington	
Multnomah County Sheriff	760-6911
Lake Oswego	
Emergencies	
To report crimes and obtain uniformed services	636-5801
Other Police Business	636-3601
Milwaukie	659-2345
Portland	
Emergencies	
To report crimes and obtain uniformed services	760-6911
Other Police Business See Portland City Of Police Bureau Listings	
West Linn	655-8211

SHERIFF OFFICES	
Clackamas County	655-8211
Columbia County	397-2511
Multnomah County	
Emergencies	
To report crimes and obtain uniformed services	760-6911
Other Sheriff Dept. Business See Multnomah County Of Justice Services Dept. Of Public Safety Listings	
Washington County	
Emergency	648-7141
Other Sheriff Dept. Business	648-8711
STATE POLICE	
Clackamas County	653-3132
Columbia County	397-3131
After 5 pm & Sat. & Sun. call	653-3132
Multnomah County	283-5711
Washington County	229-5860

OTHER NUMBERS

AMBULANCE see "ambulance service" in the yellow pages	
FBI (Federal Bureau of Investigation)	224-4181
U.S. SECRET SERVICE	221-2162
COAST GUARD (Marine and Air Emergencies)	221-2994
SUICIDE PREVENTION & PERSONAL CRISIS SERVICE	227-0403
RAPE RELIEF HOTLINE	235-5333

EMERGENCY CALLS ON PARTY LINES — WARNING — it is a misdemeanor under Oregon Law:
(1) To refuse to relinquish a party line or public pay telephone when informed that it is needed for an emergency call. (2) To obtain the use of a party line or public pay telephone by falsely stating that it is needed for an emergency call. An "emergency call" is a call to a fire department or police department, or for emergency medical aid or ambulance service when property or human life are in jeopardy and the prompt summoning of aid is essential.

Read the chart below then circle the letter next to the correct answer.

Which disease is identified by swollen cheeks?

CONTAGIOUS DISEASES

Name	Symptoms	Treatment
Impetigo	Sores on face or body. Later they crust.	Call doctor. Clean skin carefully. Do not touch sores.
German Measles (Rubella) 3 days	Slight rash. Mild fever. Sometimes not recognized.	Can be prevented by Rubella Vaccine. Check temperature. Call doctor.
Mumps	Fever. Swelling of glands in cheeks and tongue.	Call doctor for advice. Prevented by mumps vaccine.

A Chicken Pox

B German Measles

C Mumps

D Impetigo

9a.m. to 6p.m. closed Sundays
No. 000005 Dr. Smith may be
John Doe refilled
2 times

Take 2 capsules immediately,
then 1 capsule 4 times a day.
1/1/80q
Tetracycline 250 mg. #24

Do not consume dairy products, antacid or iron while taking this medication. Take medication on an empty stomach 1 hour before or 2 to 3 hours after a meal.

Circle the letter next to the statement which best answers the question.

1. On prescription #000005 which of the following may be taken while on this medicine?

   A Rolaids
   B Milk
   C Vitamin-iron capsules
   D Water

2. When should you take Tetracycline?

   A Immediately after breakfast
   B During your evening meal
   C One hour before any meal
   D With a bedtime snack

3. What doctor prescribed Tetracycline?

   A Dr. Evans
   B Dr. Smith
   C Dr. Brown
   D Dr. Doe

4. Which of the following days of the week could you not pick up a prescription?

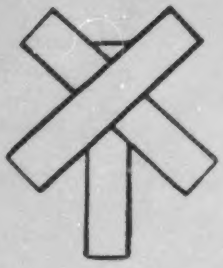
   A Saturday
   B Wednesday
   C Sunday
   D Thursday

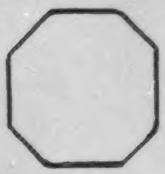
5. How many times may prescription #000005 be refilled?

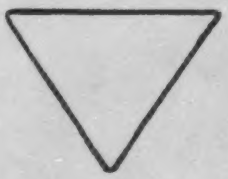
A two times
B may not be refilled
C three times
D as many times as necessary

01121 *P4

In the blank under each road sign state what each sign means.







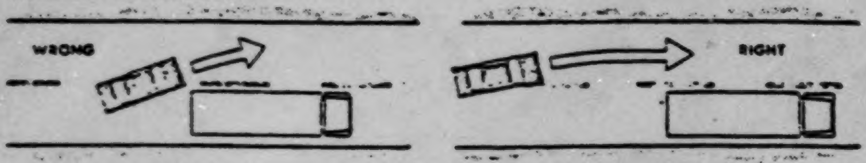
______________ ______________ ______________

01131 *P1

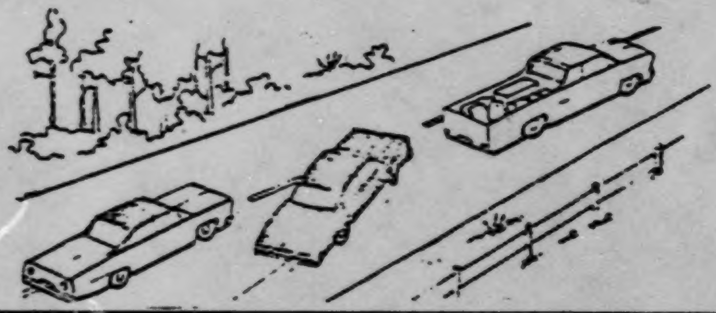
The paragraph at the bottom of this page is from the Driver's Manual. Read it to answer the following question. Then circle the letter next to the best answer to the question.

1. What is a safe practice to follow when you are about to pass a car?

SAFETY TIPS ON PASSING — Do not pull up closely behind the vehicle you intend to pass (especially a large truck or bus) so that your vision is obstructed.



Follow at a safe distance until you can see far enough ahead to insure safe passing. Make certain no car is passing you — he may be in the left or right rear "blind spot." Signal your intention to any vehicle following and it is a safe practice to tap the horn to avoid surprising the overtaken driver. After passing and before returning to the same lane, be sure there is ample clearance. An accepted rule is to wait until you can see the other car in your rear view mirror.



A Be sure no car is passing you.
B Blow the horn as loud as you can.
C Keep your eyes on the rear view mirror.

Below is a short paragraph about vitamin C. Read it to answer the question which follows, then circle the letter next to the statement which best answers the question.

DO CITRUS FRUITS CONTAIN OTHER VALUABLE NUTRIENTS BESIDES VITAMIN C?

Yes. Citrus fruits also contribute to the body's needs for vitamin A, B complex factors, essential minerals and amino acids (the building blocks of the body). Citrus fruits also contain natural sugars that fight fatigue. (Synthetic vitamin C supplements do not contain these extra nutrients).

1. Why is it better to eat citrus fruits for vitamin C than to take vitamin C tablets?

A Citrus fruits also contain other vitamins.

B Citrus fruits keep longer.

C Citrus fruits are cheaper.

01151 *P6

On the left is a numbered list of problems; on the right is a list of agencies. Each of the agencies can be of assistance in solving a particular problem. Match the problem with the appropriate agency which can solve it.

1. overpayment of federal income tax
2. error in property tax statement
3. unemployed for six months
4. breaking and entering of your residence
5. need legal assistance and do not have a lawyer
6. desire to construct house on a lot outside city limits
7. lost driver's license
8. over 18 and lack high school diploma
9. electric wires rubbing on your roof
10. sold your auto and wish to transfer title
11. wish to check on the reputation of a contractor

___ IRS

___ county commissioner

___ local police

___ employment office

___ Illinois State Tax Div.

___ State Police

___ Zoning Commission

___ PUD

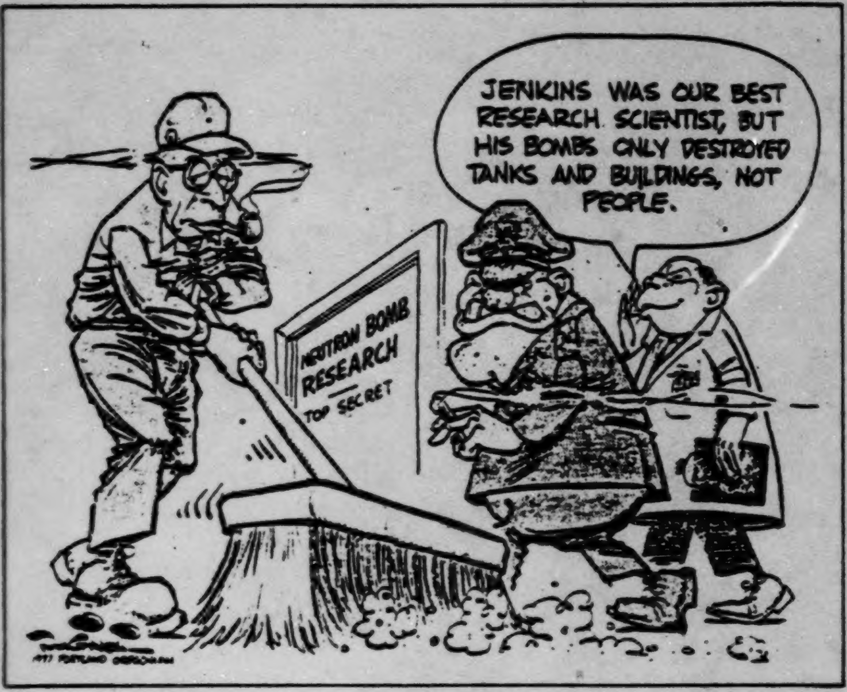
___ ACLU

___ Better Business Bureau

___ Motor Vehicle Department

Look at the political cartoon below. Then write a paragraph stating types of propaganda devices used in the cartoon and how they are used. Also include why the man pushing the broom and the military man are depicted as they are, and what assumptions are made by the caption.

In another paragraph, state what you believe the purpose to be and what your own reaction is.


JENKINS WAS OUR BEST RESEARCH SCIENTIST, BUT HIS BOMBS ONLY DESTROYED TANKS AND BUILDINGS, NOT PEOPLE.
NEUTRON BOMB RESEARCH
TOP SECRET
1977 PORTLAND OREGONIAN

Circle the letter next to the response which best completes the sentence below.

In most state elections one requirement of being able to vote in that election is ______________.

A being physically within that state
B being a resident of that state for a specified period of time
C having lived in the state sometime within the last year
D having paid taxes to that state

In the first box is an article concerning Social Security benefits. Read it carefully to answer the question first. Then circle the letter next to the amount which best answers question number 1.

1. If you work for yourself how much must you earn in a year to receive Social Security benefits?

HOW MUCH WORK IS REQUIRED FOR MONTHLY BENEFITS?

Before any Social Security benefits based on your earnings can be paid, you must have Social Security credits for a certain amount of work. The amount of work required is measured in three-month periods called "calendar quarters". In general, you get credit for each quarter in which you are paid wages of $50 or more. Four quarters of coverage are counted for any year in which you have $400 or more in self-employment income or in cash wages from farm work.

A $50

B $100

C $300

D $400

In the second box is a portion of a work permit. Read it to answer the second question, then circle the letter next to the times which best answer question number 2.

2. Between what hours are minors permitted to work?

State of Florida
Age Certificate
For Minors 16 and 17 Years of Age
Legal Hours of Employment
Between 5:00 A.M. and 10:00 P.M. with at least a 30-minute break after 5 consecutive hours of work. Special permission must be obtained from the Florida Department of Commerce to work other than these hours. See reverse side for prohibited occupations.

A 5:00 A.M. and 10:00 A.M.

B 10:00 A.M. and 5:00 P.M.

C 5:00 P.M. and 10:00 P.M.

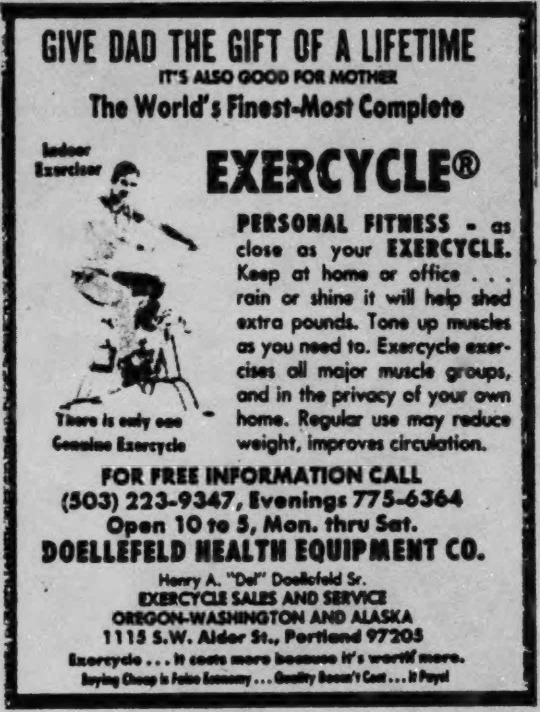
D 5:00 A.M. and 10:00 P.M.

Circle the letter next to the phrase which best completes the sentence below:

When a consumer wants comparative information about the quality of a major appliance, the best source for obtaining it would be ______________.

A advertisements
B Consumer Reports magazine
C product labels
D sales personnel

Read the advertisement below. Then answer the questions following by circling the letter next to the best answer.



GIVE DAD THE GIFT OF A LIFETIME

IT'S ALSO GOOD FOR MOTHER

The World's Finest-Most Complete

Indoor Exerciser

EXERCYCLE®

PERSONAL FITNESS - as close as your **EXERCYCLE.** Keep at home or office . . . rain or shine it will help shed extra pounds. Tone up muscles as you need to. Exercycle exercises all major muscle groups, and in the privacy of your own home. Regular use may reduce weight, improves circulation.

There is only one Genuine Exercycle

FOR FREE INFORMATION CALL
(503) 223-9347, Evenings 775-6364
Open 10 to 5, Mon. thru Sat.
DOELLEFELD HEALTH EQUIPMENT CO.
Henry A. "Del" Doellefeld Sr.
EXERCYCLE SALES AND SERVICE
OREGON-WASHINGTON AND ALASKA
1115 S.W. Alder St., Portland 97205
Exercycle . . . It costs more because it's worth more.
Buying Cheap is False Economy . . . Quality Doesn't Cost . . . It Pays!

1. What most important item has been omitted from the advertisement?

   A why "Dad" wants the exercycle
   B warranty length
   C how long it would take to lose weight
   D price

2. Why is the picture included in the advertisement?

   A required by Federal Trade Commission
   B to imply that the man became slim by using exercycle
   C to show the principles and mechanisms of the exercycle
   D to appeal to the women shoppers

Circle the letter next to the phrase which best completes the statement below:

Tags on dresses or slacks should provide the consumer with information on ______________________________.

A product features
B available financing
C the designer's background
D home delivery

01211 *P2

Below is a cash register receipt from a grocery store. Use it to answer the following question. Then circle the letter next to the amount which answers the question.

1. What was the total amount of money spent including tax?

```
MAR 27 0 2 7 1

$..00.52 PR
$..00.79 GR
$..00.89 GR  ST
$..00.44 GR
$..00.49 GR  ST
$..00.51 GR
$..00.53 GR
$..00.65 GR

$..04.82 TL
$..00.06 Tx

$..04.88 TL
$..05.00 AT

*$..00.12 YC
```

A $4.82 B $4.88 C $5.00

01221 *P5

In the box is a part of a warranty for a new stove. Read it to answer the question. Then circle the letter next to the statement which best answers the question.

WARRANTY

Wonder Star Range, Inc., hereby warrants that for a period of one year from the date of the original purchase of your Wonder Star Electric Stove it will repair or replace free of charge any section which fails to operate because of defective manufacture. In this situation, both parts and labor are included in this warranty.

1. Under what conditions will the Wonder Star Range Company repair a stove without charge?

A when it was used for heating a room
B when it was hit by lightning
C when the manufacture was defective

01231 *P3

Below is a section from a manual on clothing care. Read it, then answer this question by circling the letter next to the best answer.

How can this type of garment be cleaned?

50% Cotton
50% Dacron

Machine washable
Easy to clean
Form fitting
Color fast

Directions for care

Machine wash in warm water using mild soap. Drip dry on a plastic hanger. For touch-up pressing use a steam iron at the synthetic setting.

Fabric made by
NEWCLOTH INDUSTRIES

A Wash only by hand.
B Use hot water with strong bleach.
C Use warm water in washing machine.
D Dry clean only.

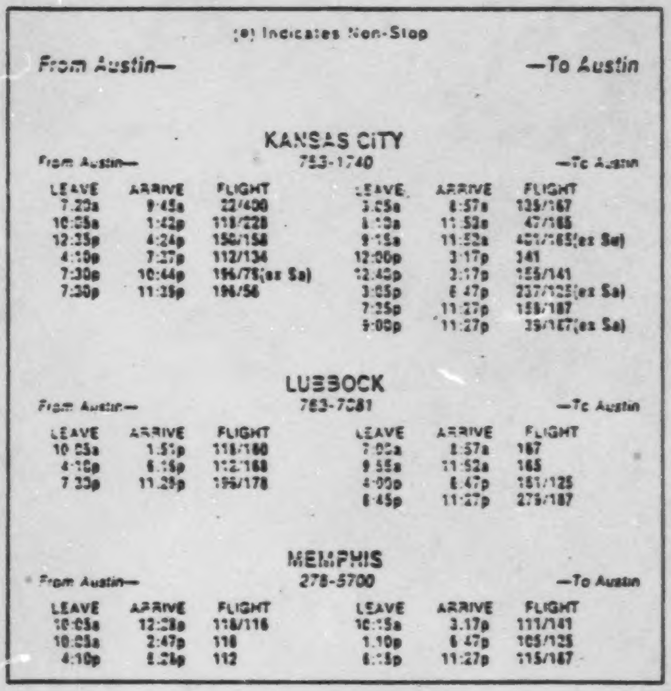
From the travel schedule below, answer the following questions.

1. Mr. Johnston from Austin needs to fly to Kansas City for a noon meeting on Tuesday. What flight must he take in order to be there on time?

______

2. If his meeting lasts an hour and a half, what is the first flight he can get leaving Kansas City for Austin?

______



(●) Indicates Non-Stop

From Austin— *—To Austin*

KANSAS CITY

753-1740

From Austin— LEAVE	ARRIVE	FLIGHT	—To Austin LEAVE	ARRIVE	FLIGHT
7:20a	9:45a	22/400	5:05a	8:57a	135/167
10:05a	1:42p	118/228	8:10a	11:52a	47/165
12:35p	4:24p	156/158	9:15a	11:52a	401/165(ex Sa)
4:10p	7:27p	112/134	12:00p	3:17p	141
7:30p	10:44p	196/75(ex Sa)	12:40p	3:17p	155/141
7:30p	11:35p	196/56	3:05p	6:47p	237/125(ex Sa)
			7:25p	11:27p	159/187
			9:00p	11:27p	35/167(ex Sa)

LUBBOCK

763-7081

From Austin— LEAVE	ARRIVE	FLIGHT	—To Austin LEAVE	ARRIVE	FLIGHT
10:05a	1:51p	118/180	7:00a	8:57a	167
4:10p	8:15p	112/168	9:55a	11:52a	165
7:30p	11:25p	196/178	4:00p	6:47p	151/125
			6:45p	11:27p	275/187

MEMPHIS

278-5700

From Austin— LEAVE	ARRIVE	FLIGHT	—To Austin LEAVE	ARRIVE	FLIGHT
10:05a	12:28p	118/116	10:15a	3:17p	111/141
10:05a	2:47p	118	1:10p	6:47p	105/125
4:10p	8:26p	112	6:15p	11:27p	115/187

Read the article below and then write a brief (50 words or less) answer to each of the five questions which follow.

BUYING ON CREDIT

Credit has both a good side and a bad side.

We use credit to get funds to buy houses, cars, furniture, appliances, and many other goods. Credit helps us live better.

Yet credit has caused many families to get into money trouble. How? By using too much credit.

Some people save the money ahead. They pay cash for their goods. It's cheaper that way. But most people can't do it that way. Buying on credit seems to be easier.

It's a fact that buying on credit has let many of us buy things that we would never be able to pay cash for.

What are some of the good points of buying on credit?

Buying on credit is easy and a time saver. You don't have to carry a lot of cash. You can buy now and pay later. Also, if you find that what you have bought does not work well, it is easier to return it if you haven't paid for it!

Credit helps in keeping records and budgets. It helps when one payment is made monthly. A family knows how much they must pay each month for something.

Goods may be used while paying for them. Big things such as cars and furniture are often paid for in installments. You can use them right away. The other choice is to wait until you have enough money saved to pay cash for them. That may be a long period of time. And it takes will power to set money aside!

Credit is a type of forced savings. A person may never be able to save enough cash for a freezer. But if you buy it on time, you will know you *have* to every month.

Credit lets us meet unexpected expenses, such as furnace repairs. Illnesses can make many expenses for families, too. Credit is very useful to them then. Unemployment may cut out income for some time. Credit is needed then.

Credit has its bad side. It comes when credit is used unwisely. People may buy more than they can afford. Or they may pay no attention to finance charges. They can eat up a large part of their incomes. Other bad points of buying on time are:

Credit *creates* a desire for goods. In the old days, people bought what they could pay for with cash. Today we see a fancy refrigerator. We can't pay for it in cash. We just think we'll buy it on time.

Credit can get out of hand. We can become deeply in debt because of it.

Credit costs money. Some people cannot and will not think of the *cost* of credit! Of course, it costs *money*! Many consumers spend time and effort in shopping around to save $10 or $20 on an appliance. After they find their bargain, they pay no attention to the finance payments of it.

How much does credit cost? The true cost of credit is the total of all the costs that the consumer must pay for it. Add the total credit cost to the purchase price. Don't forget the time element. If interest adds up to 1% a month on a car, it will be 24% in two years!

Shop around for credit money and credit terms to find the best deal and wisest choice!

1. What is credit?
2. How can credit be useful?
3. Explain the statement "Credit is a type of forced savings." How would this apply to buying a car?
4. Why does the author say "Credit costs money"?
5. How would "make haste slowly" apply to credit buying?

Below is a "Help Wanted Ad." Read it to answer the following question. Then circle the letter next to the statement which best answers the question.

1. What age must the applicant be?

HELP WANTED

Help wanted, 20-40, to live in. Care for 2 small children. Some light housework. Mon. through Fr. Good salary. Must have driver's license and be good driver. Three references. Call 399-4000 between 12 Noon and 2 P.M. Mon. through Wed. only.

A under 20 years of age
B between 20-40 years of age
C over 40 years of age
D none of these

Below are the Personnel Rules from the Brandon Box Company. Read these rules then answer the following question by circling the letter next to the time period which best answers it.

If an employee has been with the company for 15 years, how much paid vacation will he/she receive?

A One week
B Two weeks
C Three weeks
D Four weeks

BRANDON BOX COMPANY

PAID VACATIONS

a. One day per month will be accumulated, up to 10 working days per year.
b. After 10 years service in the company, three weeks' vacation will be granted.
c. In addition to vacation time, five holidays will also be observed. These holidays are: New Year's Day, Memorial Day, Labor Day, Thanksgiving Day, and Christmas Day.

RESIGNATION

a. In the event of voluntary resignation, two weeks' notice must be given to the supervisor.
b. In the event of involuntary discharge, two weeks' pay will be given in lieu of notice.

PERSONAL CONDUCT

Absolutely no drinking, gambling, or fighting will be tolerated while on the job.

02011 *P6

Please copy the following sentences using your best handwriting. You may use either cursive or manuscript (printing). You will be checked on:

a. correct letter formation
b. spacing of words
c. relative evenness of letter size

Copy the following:

When it is 11:00 A.M. in San Francisco, California, it is 2:00 P.M. in New York. Fred could be eating lunch in Grand Junction and Dr. Edmond may be returning to work at the University of Illinois.

Circle the letter that indicates which word in each of the following word groups is misspelled.

1. A newspaper
B view
C ruened
D license
E NONE

2. A halvs
B struggle
C medicine
D explain
E NONE

3. A swept
B manufacture
C afrade
D purely
E NONE

4. A answer
B honesty
C relative
D stretch
E NONE

5. A expect
B signal
C choose
D democrasy
E NONE

6. A gloryous
B correct
C visits
D residence
E NONE

7. A artist
B thirteen
C whispur
D bicycle
E NONE

8. A vision
B giant
C cease
D musle
E NONE

9. A jelous
B national
C realize
D original
E NONE

10. A pupil
B knot
C discuss
D weight
E NONE

02031 *P2

The capitalization in one of the paired items in column A and B is correct. Circle the letter next to the item which is correct.

	A	B
1.	A Salt Lake city	B Salt Lake City
2.	A the Bible	B the bible
3.	A Uintah County	B Uintah county
4.	A the American Revolution	B the American revolution
5.	A the President of our club	B the president of our club
6.	A superintendent Adams	B Superintendent Adams
7.	A the Bill of Rights	B the bill of rights
8.	A a European Country	B a European country
9.	A a new Coleman Lantern	B a new Coleman lantern
10.	A an english class	B an English class

The punctuation in one of the paired items below is correct. Circle the letter A or B next to the correct item.

		A		B
1.	A	to shake its foundations	B	to shake it's foundations
2.	A	Let's go!	B	Lets go!
3.	A	The women's games	B	The womens games
4.	A	They bought pickles, crackers, candy and soda pop.	B	They bought pickles crackers candy and soda pop.
5.	A	I use Webster's New Collegiate Dictionary.	B	I use "Webster's New Collegiate Dictionary."
6.	A	Are you going with us.	B	Are you going with us?
7.	A	Dear Sir.	B	Dear Sir:
8.	A	She asked us why we had not attended class yesterday?	B	She asked us why we had not attended class yesterday.
9.	A	Henry, went out for track.	B	Henry went out for track.
10.	A	The Salt Lake Tribune is one of the largest newspapers in the state.	B.	The Salt Lake Tribune is one of the largest newspapers in the state.

Circle the letter A or B indicating the correct term to be used in the sentence.

1. (A. Was, B. Were) you home all day?
2. One of the violins (A. are, B. is) playing off key.
3. It (A. don't, B. doesn't) really matter.
4. Each of the actors forgot (A. his, B. their) lines.
5. Either Betty or Ann will bring (A. her, B. their) camera.
6. The bird broke (A. its, B. it's) wing.
7. You must (A. of, B. have) passed that test.
8. (A. This, B. This here) horse belongs to me.
9. Our family owns (A. two, B. too) cars.
10. (A. Their, B. There) dog nearly always comes to greet me.
11. (A. There, B. They're) going to move their house tomorrow afternoon.

12. (A. Its, B. It's) about time this session of school ended.

13. I have never (A. seen, B. saw) a wolverine in those woods.

14. I am sure we have (A. sung, B. sang) almost every song Mother knows.

15. Bales of hay were (A. flew, B. flown) to states in which the drought had ruined the alfalfa crops.

16. He (A. learned, B. taught) me the rules.

17. It (A. doesn't, B. don't) work right.

18. Dad says we can't go to the movies because we have already (A. went, B. gone) twice this week.

19. Bud and (A. she, B. her) went shopping.

20. The bully struck Ann and (A. her, B. she).

Mark space A if the group of words is a complete sentence, B if it is a fragment and C if it is a run-on sentence.

A B C

1. ___ ___ ___ Across the street and down the hill.
2. ___ ___ ___ We had to open the package, something was leaking out of it.
3. ___ ___ ___ The problems of migrant workers.
4. ___ ___ ___ We soon may have a new school.
5. ___ ___ ___ Who are used to about everything she does.
6. ___ ___ ___ One of the worst movies I've ever seen.
7. ___ ___ ___ A cheerful smile for everyone.
8. ___ ___ ___ Make an outline of your story first.
9. ___ ___ ___ We went home.
10. ___ ___ ___ While everyone was enjoying a rest.
11. ___ ___ ___ The clang of fire engines rushing down the street.
12. ___ ___ ___ Dad coughed all through the movie.
13. ___ ___ ___ Jack likes summer best.
14. ___ ___ ___ Television is a wonderful invention I enjoy it very much.
15. ___ ___ ___ The last half of the ninth with two men out.
16. ___ ___ ___ I enjoy it very much.

	A	B	C	
17.	___	___	___	Tom Canty was a pauper his father treated him cruelly.
18.	___	___	___	Far below the rapids churned white.
19.	___	___	___	Five eggs in the nest.
20.	___	___	___	Who is your friend?

Carry out the writing assignment below. Your assignment will be evaluated on the basis of appropriateness of language, logic, organization, relevance, economy and clarity.

Taking friends home from a late dance, you missed a turn and drove the family car into a muddy field. You had to call a tow truck to get the car back on the road.

Write an explanation in the language you would use if you were giving the explanation orally to your parents when you arrived home later than you should have.

Tell the truth. You have fifty minutes. Limit your response to 200-250 words.

02061 *P2

Address the envelope you have been given using your own name and address as sender. It is to be sent to Nebo School Board, 50 South Main, Spanish Fork, Utah 84660.

Write a business letter explaining to the school board the reasons why you would like to graduate from high school. (Minimum of three paragraphs.)

The teacher will collect both the envelope and the letter in 20 minutes.

02071 *P1

Select an issue for which you feel support or concern. Write that issue in the space provided below. Then, in the spaces provided, list three appropriate representatives to contact concerning that issue. Finally, write the address of each representative you have selected.

You may use any resource in completing this assignment. It is to be handed in tomorrow.

1. Issue ______________________________

2. A Local Representative ____________________ B State Representative ____________________

C National Representative ____________________

3. Addresses of the above representatives.

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

02072 *P1

The House of Representatives is going to vote on H.B. 74-891. The Bill will reduce the amount of Social Security paid to women over 65. John Frask is against the bill. Finish this letter that he will send to his U.S. Representative, whose name is Henry Sanchez.

321 Sunshine Street
Boulder, Colorado 62510

November 26, 1977

Henry Sanchez
U.S. Representative
House of Representatives
Washington, D.C.

Dear Mr. Sanchez;

Very soon the House of Representatives will vote on ________________________________

I am strongly opposed to this bill; therefore, I urge you to ____________________
____

Sincerely yours,

John Frask

Complete this application for a work permit using information pertaining to yourself.

PERMIT TO WORK

______________ ______________
Date of Issuance   Date of Expiration

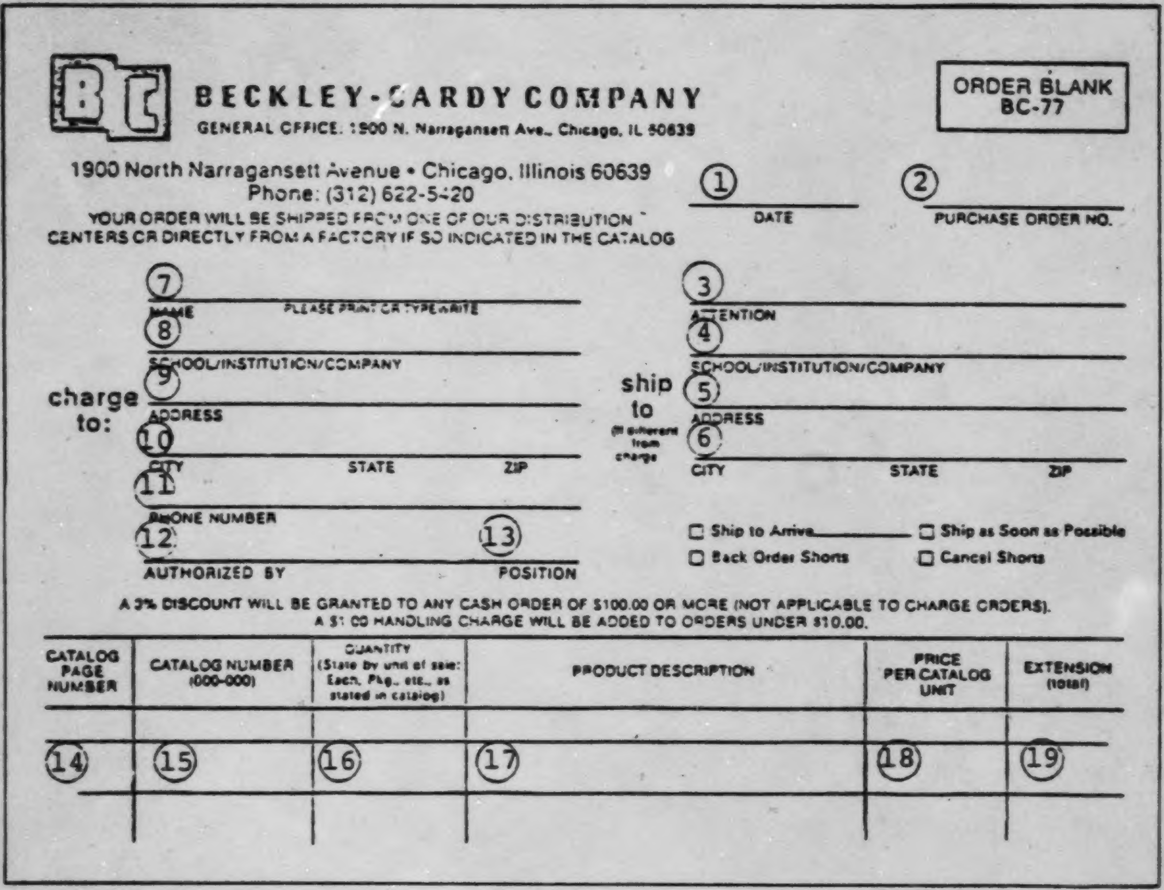
on Saturdays and during Regular Vacation from School

(This form must be in custody of employer during time of employment and returned to employee when employment terminates.)

EMPLOYER:
Note: Minor's Age
and Proof, THEN read
on back of card:
Ages 12 and 13-Par. 1
" 13 and 15-Par. 2
" 16 and 17-Par. 3

1 Name ____________________ 2 Sex ______
3 Address ____________________ 4 Age ______
5 Birthdate __________ 6 Proof ______
7 School Name ____________________
School 8 District: ____________________
9 Signature ____________________
10 Title: ____________________

Below is a catalogue order form. After that are some questions about the form. Circle the letter next to the item which best answers the question.



BECKLEY-CARDY COMPANY
GENERAL OFFICE: 1900 N. Narragansett Ave., Chicago, IL 60639

ORDER BLANK
BC-77

1900 North Narragansett Avenue • Chicago, Illinois 60639
Phone: (312) 622-5420
YOUR ORDER WILL BE SHIPPED FROM ONE OF OUR DISTRIBUTION CENTERS OR DIRECTLY FROM A FACTORY IF SO INDICATED IN THE CATALOG

① DATE
② PURCHASE ORDER NO.

charge to:
⑦ NAME PLEASE PRINT OR TYPEWRITE
⑧ SCHOOL/INSTITUTION/COMPANY
⑨ ADDRESS
⑩ CITY STATE ZIP
⑪ PHONE NUMBER
⑫ AUTHORIZED BY ⑬ POSITION

ship to (If different from charge)
③ ATTENTION
④ SCHOOL/INSTITUTION/COMPANY
⑤ ADDRESS
⑥ CITY STATE ZIP

☐ Ship to Arrive________ ☐ Ship as Soon as Possible
☐ Back Order Shorts ☐ Cancel Shorts

A 3% DISCOUNT WILL BE GRANTED TO ANY CASH ORDER OF $100.00 OR MORE (NOT APPLICABLE TO CHARGE ORDERS).
A $1.00 HANDLING CHARGE WILL BE ADDED TO ORDERS UNDER $10.00.

CATALOG PAGE NUMBER	CATALOG NUMBER (000-000)	QUANTITY (State by unit of sale: Each, Pkg., etc., as stated in catalog)	PRODUCT DESCRIPTION	PRICE PER CATALOG UNIT	EXTENSION (total)
⑭	⑮	⑯	⑰	⑱	⑲

QUESTIONS FOR CATALOGUE ORDER FORM

1. Which numbered line above indicates that company who will be billed for the items ordered?

   A 3   B 7   C 8   D 12

2. Which numbered line on the order blank indicates the person who will take delivery of the items ordered?

   A 3   B 4   C 7   D 12

3. Which line on the order blank indicates the person in the organization who gave permission for the payment of the order?

   A 3   B 4   C 7   D 12

4. Director is the best answer for which line?

   A 3   B 12   C 13   D 19

Write an "Employment Complaint" letter to the Equal Rights Division, stating all relevant details, being specific as to names, dates, etc., for the following:

Joe LeBlanc worked for the State Highway Department. On October 13, everything at work seemed to go wrong -- cables snapped, a crane got stuck, and Joe backed a pick-up into the foreman's car. The foreman, Tom Allen, got angry and fired Joe and the guy who got the crane stuck. Joe felt that he had been fired without just cause and filed a complaint.

DIRECTIONS: Read the following newspaper advertisement, then read the questions that follow. Select the choice which correctly answers each question and circle the letter next to the appropriate answer.

(Want Ad) The State Journal-Register, Springfield, Thursday, March 10, 1977.

General Office Position: General office duties, typing, filing, answering telephone, ability to work with figures. Apply to Thrifty Drug Office, 670 East Monroe, Suite 3-C, Springfield, Illinois, 62701. Address reply to Ms. Alice Welch, Supervisor of Personnel.

1. What should be the address for the letter?

A Thrifty Drug Office
670 E. Monroe, Suite 3-C
Springfield, Ill. 62701

B Ms. Alice Welch, Supervisor of Personnel
Thrifty Drug Office
670 East Monroe Street
Suite 3-C
Springfield, Illinois 62701

C Supervisor of Personnel,
Thrifty Drug Office,
620 E. Monroe,
Springfield, Ill., 62701

2. Which of the following sentences would be considered a good opening sentence?

A I wish to apply for the job you advertised in the paper.

B After working six years as a babysitter, I can handle just about anything.

C Although I'm not too great with figures, I can talk well on the telephone, I can type fairly well, and I know how to file.

D I feel particularly well-qualified for the general office position advertised in The State Journal-Register (March 10, 1977) because of my extensive training in typing and office practice skills, my background in general mathematics, and my practical office work experience which I gained by participating in my school work study program.

3. Assuming one has summarized his/her background in typing, filing, and his/her ability to "work with figures" and properly use the telephone, which sentence is a good explanation of these skills?

A I have three years of typing, a semester of filing and office practice, and I took general math in ninth grade.

B I was the fastest typist in my class and the third best student at filing, and I got B's in math when I took it.

C I can type 60 words per minute, have experience in filing and answering the telephone, and my math achievement scores on standardized tests are all above the 80th percentile.

4. Which of the following items should appear on the first line of the address in a letter of application?

A Supervisor of Personnel
B Thrifty Drug Office
C 670 East Monroe
D Ms. Alice Welch

Of the following four choices, three are poor listening techniques. Circle the number next to the one which is a good listening technique.

1. It is advisable to interrupt, otherwise you will forget what your thought is.

2. Look slightly away from the speaker, looking directly at him will make him nervous.

3. In an audience situation do not feel limited to clapping; whistling and shouting are permitted.

4. Take notes if you must but only in a manner not readily noticeable.

03002 *P5

Listen to the following news item which was recorded by your teacher. Then in a short paragraph state the main ideas, facts, and the sequence of the presentation.

Your teacher will orally explain the step-by-step process of how to erect a tent. After completing the explanation you will be called upon to erect the tent following the oral instructions given to you.

Pick up the receiver to the telephone in front of you. You will be given a message which you will accurately repeat to the instructor.

Sample message: Tell Bob that his Uncle Ned will be at the corner of 10th and Grand at 3:00. Bob is to bring his father's brown briefcase, because it has his aunt's birthday present in it. His uncle will then take Bob to the football game.

Listen to the following passage and determine whether the conclusion which the speaker draws is a valid inference from the given facts. State your answer and tell why you think it is or isn't valid.

Last week I was at Lake Lucille and caught ten bass with this spinner. The week before that I was at Lake Isuzu and caught fourteen bass, and the week before that I caught eight bass at Lake Head, all on the same spinner. This week I can't catch anything on this spinner. There must not be any bass in Lake Turner.

03006 *P1

DIRECTIONS: The teacher will read the following editorial to the student twice. The student will take notes and then summarize the main points. The student's summary will be checked against the items below to see if they have been included.

DEPARTMENT OF MENTAL HEALTH

We must confess to being slightly amazed at the revelation that 127 doctors and psychiatrists in the Department of Mental Health couldn't pass a relicensing exam. We certainly don't want to sit here and judge their professional ability...but the fact that none of them passed one section, and only six cleared another has to be a bit disquieting to the tax-paying public. We also must question the state policy that allowed doctors practicing in mental hospitals to operate without the formal license others must have. For what we're paying for mental health and related care in this state, it could be argued strongly that we deserve a bit more that we're getting. Certainly, we don't blame the administrators who've just taken office under the Thompson Administration for what's gone before. But they have their work cut out for them in straightening out a mess. Obviously, the mental health facilities must have doctors and psychiatrists. All 127 staffers can't be summarily fired. At the same time, officials...and taxpayers...must be assured that patients in state institutions are being given competent care.

1. Number of doctors involved?
2. What did they do? (flunk exam)
    (a) none passed one part
    (b) six passed another
3. State policy on firing.
4. Not new administration's fault.
5. All doctors cannot be fired.
6. Institutions need competent staff.

(A student must include at least four of the six points in his/her summary.)

04001 *P1

After viewing and listening to several examples of good public speaking which your teacher will present, answer the following true-false questions by circling T if the statement is true and F if it is false.

T F 1. A memorized talk is preferred over an extemporaneous one because the speaker will lose his/her fear of forgetting his/her next point.

T F 2. Reading from a manuscript is permitted when quoting a passage.

T F 3. A speaker's way of standing or sitting should never change during his/her speech.

T F 4. Practicing aloud helps to eliminate stage fright.

T F 5. Gestures with the hands should always be avoided.

While standing in front of the class speak the following pairs of words as distinctly and clearly as possible. The members of the class will write down what words they believe you are saying.

metal-model
ladder-latter
three-tree
thought-taught
breed-breathe
dose-those
watt-what
which-witch

04003 *P2

Stand in front of the class and explain how to do something at which you are skilled, yet is fairly simple and everyone doesn't already know how to do (a card game or some hobby would work quite nicely). One of the audience who has never done what you have explained will then either perform according to your instructions or will explain his/her understanding as imparted by your presentation.

Ask the sales clerk in a clothing store for information concerning these items:

1. price of an unmarked article
2. whether it comes in different styles or colors
3. what the washing instructions are
4. whether you can try it on
5. where to try it on
6. whether you can return it if dissatisfied
7. whether they will take a check

04005 *P1

You will be interviewed by a reporter for the school newspaper (or your teacher). You will be asked to provide personal background information (parents' names and occupations; birth place and date; height, weight, color of hair and eyes; future ambitions; etc.) and to give your opinion on such matters as politics, sports and dating. Your performance will be evaluated on the basis of the clarity and logic of your responses.

04006 *P4

In class discussion explain why you support or do not support the relaxing of trade regulations and the increased diplomatic contacts with Cuba. (Other topics may be supplied by your teacher.) Be sure to state facts, use analogies, draw inferences, state a conclusion and speak clearly so as to be understood.

Orally explain to the class how to get from the school building to your house or apartment. A classmate or teacher who has never been to your home will then draw the correct path as you described it upon a prepared map of the area.

Respond to each of the items below by circling the letter beside the phrase which best completes the sentence or answers the question.

1. When calling someone whose number you don't know you should:

   A Dial 0
   B Check information
   C Ask a friend who knows
   D Look in the phone book

2. When talking on the telephone, you should speak in a:

   A Loud
   B Normal voice
   C Soft

3. When the phone rings, you should:

   A Let it ring to be sure it's a right number
   B Answer promptly
   C Wait for someone else to answer it

4. Which of the following should you do first when answering a phone?

   A Say "Hello"
   B Say "Hello", give your name, number and address
   C Say "Hello" and give your name
   D Say "Who is this?"

5. How do you make a long distance call?

   Answer: ______________________
   ____

6. How do you make a collect call?

   Answer: ______________________
   ____

7. Which is more expensive in calling long distance, person-to-person or station-to-station?

   Answer: ______________________

8. In making a long distance call, what differentiates between person-to-person and station-to-station?

Answer: ______________________________
____
____
____

9. A fellow student is at extension #1009. Dial that extension and say what you would say if you were reporting the fire described on the card which your teacher has given you to the fire emergency number. You will be asked to respond to questions. Your performance will be judged on the accuracy with which you describe the situation and the clarity of your speaking.

05001 *P1

List five different types of television programming and indicate in a sentence what you can gain from each. Also list three other forms of media and state in a sentence what you can gain from each of them.

05002 *P1

Watch a predetermined segment of CBS's "60 Minutes" (some other program may be substituted), then the next day write a short paragraph about the news item. State the main idea, the important facts (who, what, when, where), the surrounding circumstances, and any solutions discussed.

05003 *P1

Below is a list of various forms of communications. Read the list and place an X next to each of the five types of mass media.

- ___ Newspapers
- ___ Telephone
- ___ Telegraph
- ___ Radio
- ___ Record player
- ___ Conversation
- ___ Photographs
- ___ Television
- ___ Microphone
- ___ Films (motion picture)
- ___ Intercoms
- ___ C.B. Radios
- ___ Magazines

06011 *P5

Circle the letter beside the correct responses below:

1. A carton contains 86 packages. How many packages in 237 cartons?

   A 20,383 B 19,383 C 21,382
   D 20,382 E not given

2. What is the average of 42, 17, 28?

   A 27 B 29 C 39
   D 21 E not given

3. Out of 6,432 hairdryers, 5,869 passed inspection. How many did not?

   A 563 B 463 C 562
   D 364 E not given

4. A crate contains 58 apples. How many apples are in 267 crates of the same size?

   A 15,485 B 15,846 C 15,480
   D 15,586 E not given

5. Joe planned to travel 204 kilometers this morning. At ten o'clock he found he had gone 123.4 kilometers. How much farther must he travel?

   A 327.4 km B 80.6 km C 81.6 km
   D 243.8 km E not given

Circle the letter beside the correct responses below:

1. Ed bought 2¼ pounds of candy. Larry bought 2 3/4 pounds. How many pounds did they buy together?

   A 4 B 4½ C 5
   D 5½ E 6

2. Shirley bought 2 1/6 pounds of candy. Barb bought 2 5/6 pounds. How many pounds did they buy together?

   A 4 5/6 B 5 C 5 1/6
   D 4 E 5 1/12

3. Chris can ride her bike 3½ miles per hour. How many miles can she ride in 2¼ hours?

   A 5 3/4 B 6 1/8 C 6 3/4
   D 7 7/8 E 6 7/8

4. Rich is on a 9½ mile hike. He has already hiked 5¼ miles. How many miles does he have left?

   A 3 3/4 B 4 C 4¼
   D 4 3/4 E 14 3/4

5. Rich is on a 10 3/4 mile hike. He has already hiked 5½ miles. How many miles does he have left?

   A 5 3/6 B 5¼ C 4¼
   D 15 3/6 E 16¼

06013 *P3

Circle the letter beside the correct responses below:

1. $\begin{array}{r} 1.7 \\ \underline{x\ .46} \end{array}$

A 7.82
B 78.2
C 782
D .782
E not given

2. $\begin{array}{r} .16 \\ \underline{x\ .04} \end{array}$

A 64
B 6.4
C .64
D .064
E .0064

3. $\begin{array}{r} 46 \\ \underline{x\ 3.5} \end{array}$

A 161
B 1.61
C 16.1
D .161
E not given

4. $\begin{array}{r} 2.8 \\ \underline{x\ .56} \end{array}$

A 15.68
B .1568
C 156.8
D 1.568
E not given

5. $\begin{array}{r} .17 \\ \underline{x\ .03} \end{array}$

A .51
B .0051
C 5.1
D .051
E not given

06021 *P4

Circle the letter beside the correct response below:

1. Mrs. Jones pays $1.78 for milk, $.68 for bread and $3.95 for meat. What is her total grocery bill?

   A $5.40 B $6.61 C $7.41
   D $6.21 E not given

2. Mrs. Apple buys some milk for $1.44, bread for $1.18 and hamburger for $3.47. What is her total bill?

   A $6.09 B $5.99 C $6.99
   D $6.19 E not given

3. John had $14.00. He spent $8.73. How much did he have left?

   A $4.27 B $5.27 C $5.23
   D $5.37 E not given

4. Mary needed $3.00 to go to the movie. She had $2.22. How much was she lacking?

   A $5.22 B $1.08 C $ .87
   D $ .88 E not given

5. Ted had $200.00. He spent $155.50. How much did he have left?

   A $44.50 B $45.50 C $45.00
   D $355.50 E not given

Write the following numbers using words instead of numerals:

A	.15
B	2.03
C	47.83
D	902.21
E	$1,203.65

Circle the letter beside the correct response below:

Conversion fractions to decimals and decimals to fractions

1. Which decimal is equal to $\frac{3}{100}$?

A 300 B 3 C .3
D .03 E not given

2. Which decimal is equal to $\frac{7}{20}$?

A .35 B 3.5 C .28
D .7 E not given

3. Which fraction is equal to .427?

A $\frac{427}{100}$ B $\frac{427}{10}$ C $\frac{427}{10,000}$

D $\frac{427}{1,000}$ E not given

06042 *P1

Circle the letter beside the correct response below:

Conversion decimals to percent

1. .08 = __%

A .8%   B 80%   C 8%
D .08%   E not given

2. 2.43 = __%

A 2.43%   B 24.3%   C 243%
D .243%   E 2430%

3. .3 = __%

A 30%   B .3%   C 3%
D 300%   E not given

Conversion fraction to percent

1. $\frac{7}{10}$ = __%

A 7%   B .7%   C 70%
D 700%   E not given

2. $\frac{3}{100}$ = __%

A 3%   B 30%   C .3%
D 300%   E not given

3. $\frac{1}{3}$ = __%

A 3%   B 30%   C 33%
D 33 1/3%   E not given

06043 *P1

Circle the letter beside the correct response below:

Conversion percent to fraction

1. 10% = __

A $\frac{10}{1}$ B $\frac{1}{100}$ C $\frac{1}{10}$

D $\frac{1}{2}$ E not given

2. 7% = __

A $\frac{1}{7}$ B $\frac{7}{10}$ C $\frac{7}{1}$

D $\frac{7}{100}$ E not given

3. 20% = __

A $\frac{1}{5}$ B $\frac{1}{4}$ C $\frac{1}{20}$

D $\frac{20}{1}$ E not given

Conversion percent to decimal

1. 110% = __

A 1.1 B 110 C 11
D .11 E not given

2. 8% = __

A 8 B .8 C 80
D .08 E not given

3. 65% = __

A 6.5 B 65 C .65
D .065 E not given

Questions 1-5 are based on the table below. Circle the letter beside the most correct response.

Relationship between Metric and English Systems

Metric System	English System
1 meter	39.4 inches
1 decimeter	3.94 inches
1 centimeter	0.39 inch
1 millimeter	0.04 inch

1. Ten centimeters is equal to how many inches?

   A 10 B 1 C 3.94 D 39.4

2. How does one meter compare with one yard? The meter is

   A slightly longer
   B slightly shorter
   C about the same
   D more than a foot longer

3. Using the above table, one millimeter equals what fraction of a meter?

   A $\frac{1}{1}$ B $\frac{1}{10}$ C $\frac{1}{1000}$ D $\frac{1}{100}$

4. How many decimeters are there in 170 centimeters?

   A .17 B 1,700 C 1.7 D 17

5. One meter is closest to how many feet?

   A 1 B 2 C 3 D 4

Circle the letter beside the most correct responses below:

1. At Tuesday's basketball game, Billie made 10 baskets out of 15 attempts. What is his shooting percentage?

   A 10%   B 33 1/3%   C 50%
   D 70%   E 66 2/3%

2. Mary's school won 17 of the 20 basketball games they played. What percent of the games played did they win?

   A 85%   B 34%   C 50%
   D 80%   E 12 1/2%

3. 40% of 60 = _____

   A 2.4   B 240   C 2,400
   D 24   E 1.5

4. 125% of 40 = _____

   A 5,000   B 500   C 50
   D 5   E .5

5. 150% of 70 = _____

   A 1,050   B 10.5   C 10,500
   D 1.05   E 105

Circle the letter beside the best response to each question below:

1. The average of 1, 6, 8 and 9 is

A 5 B 6 C 7
D 8 E not given

2. The average of 4, 9, 10 and 17 is

A 9 B 10 C 11
D 12 E not given

3. The average of 36, 29 and 31 is

A 22 B 42 C 96
D 32 E not given

4. The average of 106, 207, 477 and 546 is

A 334 B 434 C 544
D 324 E not given

5. The average of 4.9, 7.6, 8.7 and 18.1 is

A 9 B 10 C 11
D 12 E not given

06081 *P1

Group the following measurement units together under the appropriate title indicating whether they are measuring length, weight or volume: yards, pounds, grams, liters, feet, decameters, tons, pints, ounces, tablespoons, miles, cups, kilometers, milligrams and cubic centimeters.

06082 *P8

Rank the following list of liquid containers in order of size from smallest to largest by placing a 1 beside the smallest, a 2 beside the second smallest, and so on, up to a 5 beside the largest.

____ cup

____ gallon

____ liter

____ barrel

____ pint

Circle the letter beside the response which best answers the questions below:

Linear Measure

1. Which unit is best for measuring the height of your school building?

A millimeter
B centimeter
C meter
D kilometer
E decimeter

2. Which unit is best for measuring the length of a river?

A millimeter
B centimeter
C meter
D kilometer
E decimeter

3. Which unit is best for measuring the height of a building?

A inch
B foot
C mile
D acre
E yard

4. Which unit is best for measuring the height of a soup can?

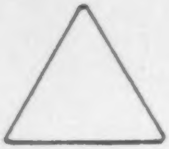
A inch
B foot
C mile
D acre
E yard

5. Which unit is best for measuring the distance to the moon?

A inch
B foot
C mile
D acre
E centimeter

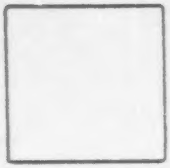
In the space beside each diagram, name the following geometric figures:

A



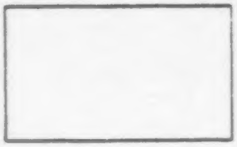
____

B



____

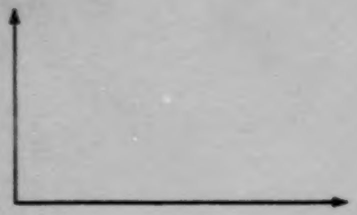
C



____

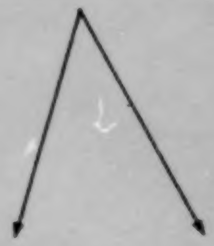
In the space beside each angle, estimate the size of the following angles:

A



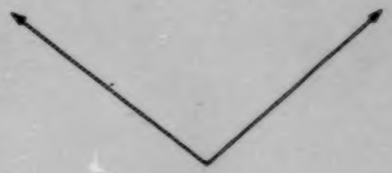
______

B



______

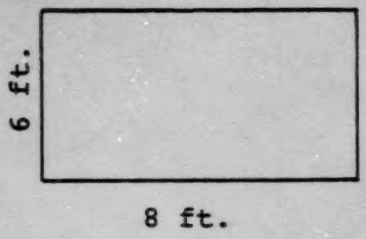
C



______

06093 *P2

In the space beside the figure, state the perimeter of the figure below:



____

06101 *P1

Read each of the questions below, then compute what is needed and place your answer to the right of each question.

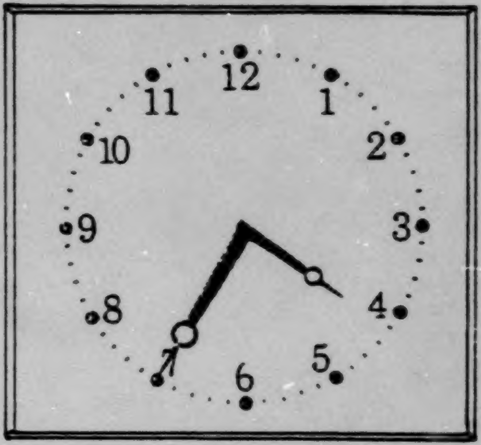
1. How many weeks are there between May 17 and June 21? ____ weeks

2. That is equal to how many days? ____ days

3. And that is equal to how many hours? ____ hours

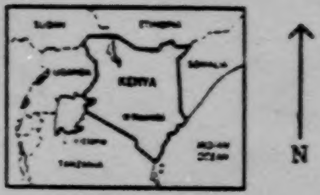
Circle the letter next to the best response to the question below.

1. Look at the clock below. What time is it?


12
1
2
3
4
5
6
7
8
9
10
11

A 7:20 B 4:35 C 4:07 D 7:40

Study the map below. Then answer the questions by circling the letter next to the correct response.



Kenya

1. If you traveled from Nairobi to Lake Victoria you would be going:

   A. SE
   B. E
   C. NW
   D. W

2. If you traveled from Sudan to Nairobi you would be going:

   A. SE
   B. SW
   C. NW
   D. NE

3. The country bordering Kenya directly to the West is:

   A. Ethiopia
   B. Somalia
   C. Uganda
   D. Tanzania

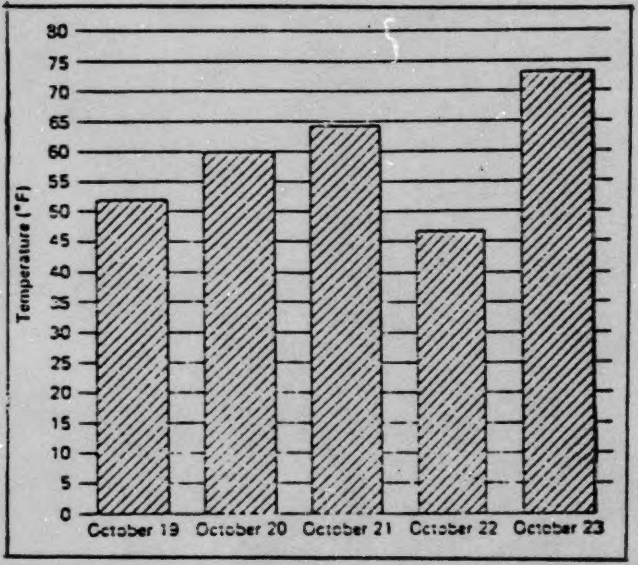
4. Ethiopia is what direction from Nairobi?

   A. N
   B. S
   C. E
   D. W

Circle the letter next to the best response to the question below.

1. The graph below shows the highest temperature recorded on the given days. What is approximately the highest temperature on October 21?

A 55° B 68° C 64°
D not given



2. What is approximately the highest temperature on October 23?

A 55° B 68° C 64°
D 73° E not given

06121 *P4

1. Of the following list of agencies two have computerized files on almost every adult citizen of the United States. Circle the letter next to these two agencies.

   A FBI
   B Internal Revenue Service
   C Social Security Administration
   D American Medical Association
   E Secret Service

2. Describe at least two ways in which the existence of these files could endanger our personal rights and well-being. Limit your responses to no more than 50 words each.

Circle the letter next to the response which best completes the sentence below:

A good one- or two-word description of a computer is ________________.

A tape recorder
B robot
C information processor
D calculator

Use the calculator which you have been given to perform the following computations. Place your answer to the right. You have 5 minutes.

473 + 971 + 8.01 + 21.9 = ________

2991 - 873 = _____

27.43 x 5.06 = __________

2107 / 71 = _______

Most people who work are required to file an income tax return. Below is an income tax form. Use the form and the information in the box to answer the next two questions. Then circle the letter next to the best answer.

1. What amount would be entered on Line 9?

2. On what line would you enter the balance due or still owed the IRS?

John Jones Social Security No. 261-85-3563

Mary Jones Social Security No. 282-73-1893

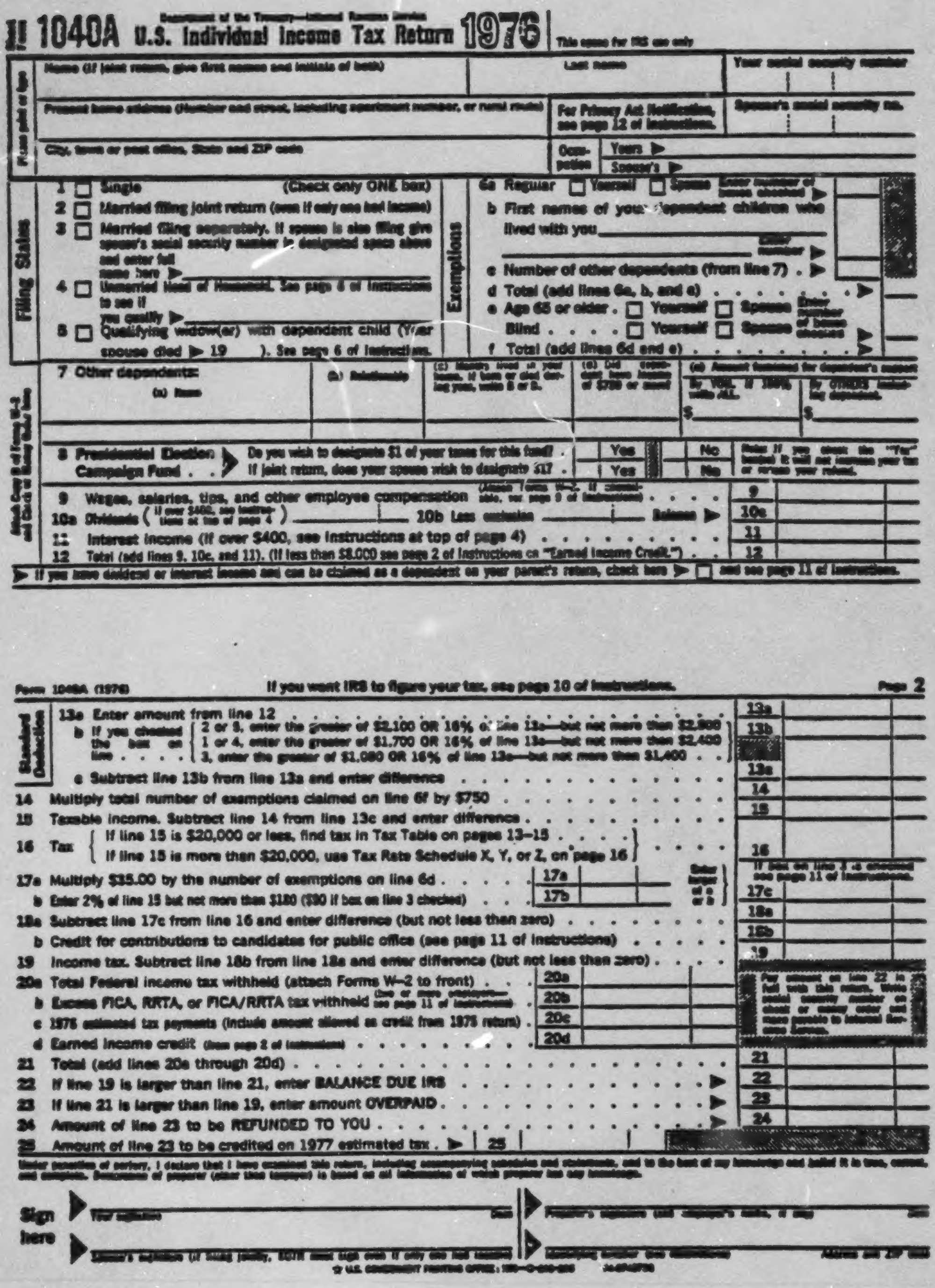
Children, Susie and Jane

Sam Jones, disabled father, age 73

Annual salary - $5,000.00

Bank interest - $52.00

1.	A	$ 500.00	2.	A	Line 20, page 2
	B	$1,000.00		B	Line 22, page 2
	C	$5,000.00		C	Line 23, page 2
	D	$5,200.00		D	Line 24, page 2



Department of the Treasury—Internal Revenue Service

1040A U.S. Individual Income Tax Return 1976

This space for IRS use only

Please print or type

Name (If joint return, give first names and initials of both) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | For Privacy Act Notification, see page 12 of instructions. | Spouse's social security no.

City, town or post office, State and ZIP code | Occupation: Yours ▶ | Spouse's ▶

Filing Status

1 ☐ Single (Check only ONE box)

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶

4 ☐ Unmarried Head of Household. See page 6 of Instructions to see if you qualify ▶

5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 6 of instructions.

Exemptions

6a Regular ☐ Yourself ☐ Spouse Enter number of boxes checked ▶

b First names of your dependent children who lived with you Enter number ▶

c Number of other dependents (from line 7) . ▶

d Total (add lines 6a, b, and c) ▶

e Age 65 or older . ☐ Yourself ☐ Spouse

Blind . . . . ☐ Yourself ☐ Spouse Enter number of boxes checked ▶

f Total (add lines 6d and e) ▶

7 Other dependents: (a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support: By YOU. If 100% write ALL.	By OTHERS including dependent.
				$	$

8 Presidential Election Campaign Fund ▶ Do you wish to designate $1 of your taxes for this fund? . Yes No

If joint return, does your spouse wish to designate $1? . Yes No

Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Attach Copy B of Forms W-2 and Check or Money Order here

9 Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 9 of Instructions) 9

10a Dividends (If over $400, see instructions at top of page 4) 10b Less exclusion Balance ▶ 10c

11 Interest income (If over $400, see instructions at top of page 4) 11

12 Total (add lines 9, 10c, and 11). (If less than $8,000 see page 2 of Instructions on "Earned Income Credit.") . . 12

▶ If you have dividend or interest income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 11 of Instructions.

Form 1040A (1976) If you want IRS to figure your tax, see page 10 of Instructions. Page 2

Standard Deduction

13a Enter amount from line 12 . . . . 13a

b If you checked the box on line . . . .

2 or 5, enter the greater of $2,100 OR 16% of line 13a—but not more than $2,800

1 or 4, enter the greater of $1,700 OR 16% of line 13a—but not more than $2,400

3, enter the greater of $1,050 OR 16% of line 13a—but not more than $1,400 . . 13b

c Subtract line 13b from line 13a and enter difference 13c

14 Multiply total number of exemptions claimed on line 6f by $750 14

15 Taxable income. Subtract line 14 from line 13c and enter difference 15

16 Tax { If line 15 is $20,000 or less, find tax in Tax Table on pages 13–15 . . . . / If line 15 is more than $20,000, use Tax Rate Schedule X, Y, or Z, on page 16 } 16

17a Multiply $35.00 by the number of exemptions on line 6d 17a

b Enter 2% of line 15 but not more than $180 ($90 if box on line 3 checked) . . . 17b

Enter larger of a or b } If box on line 3 is checked see page 11 of Instructions. 17c

18a Subtract line 17c from line 16 and enter difference (but not less than zero) 18a

b Credit for contributions to candidates for public office (see page 11 of Instructions) 18b

19 Income tax. Subtract line 18b from line 18a and enter difference (but not less than zero) 19

20a Total Federal income tax withheld (attach Forms W-2 to front) . . . 20a

b Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 11 of Instructions) . 20b

c 1976 estimated tax payments (include amount allowed as credit from 1975 return) . 20c

d Earned income credit (from page 2 of instructions) 20d

Pay amount on line 22 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

21 Total (add lines 20a through 20d) 21

22 If line 19 is larger than line 21, enter BALANCE DUE IRS . . . . ▶ 22

23 If line 21 is larger than line 19, enter amount OVERPAID . . . . ▶ 23

24 Amount of line 23 to be REFUNDED TO YOU . . . . ▶ 24

25 Amount of line 23 to be credited on 1977 estimated tax . ▶ 25

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ▶ Your signature Date ▶ Preparer's signature (and employer's name, if any) Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income) ▶ Identifying number (see instructions) Address and ZIP code

☆ U.S. GOVERNMENT PRINTING OFFICE : [illegible]

Circle the letter next to the percentage which best answers the question below:

Mrs. Walton can purchase a new dining room set for $160. If she charges it, payable in 30 days, the cost will be $5.00 more. What is the true annual percentage rate of interest if she charges?

A	about 3%	C	about 25%
B	about 11%	D	about 37%

Read the paragraph below, then answer the questions following by placing the correct answer in the space provided.

Jane drove her car from Anita to Baxter which is 36 miles, then to Collins which is another 60 miles, and then to Dillon which is another 48 miles. She had a full tank of gasoline in Anita and refilled it at Dillon. The station attendant pumped 7.4 gallons of gasoline and the cost was 58.9¢ per gallon.

1. How many miles did Jane travel in all from Anita to Dillon? ______ miles
2. Jane averaged how many miles per gallon (to the nearest tenth)? ______ mpg
3. What was the total cost of her gasoline in Dillon? ______

Given the beginning checking balance and the checks written since that balance, compute the current ending balance.

	Beginning Balance	Checks Written	Ending Balance
A	$ 25.00	$ 15.25	
B	$ 80.00	$ 5.20	
		32.40	
C	$110.50	$ 2.15	
		26.20	
		30.12	
D	$ 23.45	$ 16.28	
		3.94	
E	$457.28	$ 86.12	
		49.38	
		121.78	
		19.24	

Given the receipt below, answer the following question.

1. Mrs. Olson was given the following receipt. How much change would she get back from a $20 bill? ________

GROVE PHARMACY
209 East 6th
Phone 478-4863

$ 01.00 drb
$ 01.25 drb

$ 02.25 TLB
$ 00.11 TLB

$ 02.36 TLB

** Thank You **
Call Again

Look over the menu below. Then answer the questions asked about it by circling the letter next to the best response.

OUR OWN CAFE

DINNERS

Father's Own - $2.50
With roast beef sandwich, cole slaw, potato salad, and coffee

Mother's Own - $1.50
With ham sandwich, lettuce salad, and coffee

SANDWICHES

Ham	$1.00	Roast Beef	$1.15

SALADS

Lettuce	40¢	Potato Salad	35¢	Cole Slaw	20¢

DESSERTS

Pie	50¢	Milkshake	70¢

OUR OWN COFFEE

20¢

If you wanted to have a meal which consisted of some sort of meat (either ham or roast beef), a salad (either lettuce, potato or cole slaw), and coffee; which way of ordering would be the least expensive?

A Order "Father's Own" dinner.
B Order "Mother's Own" dinner.
C Order separate items from the menu.

Which combination of items from the menu is least expensive?

A Roast beef, coffee, cole slaw
B Roast beef, pie
C Lettuce salad, milkshake, pie
D Ham, lettuce, coffee

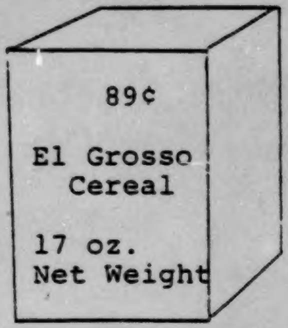
Given the following information, answer the following questions.

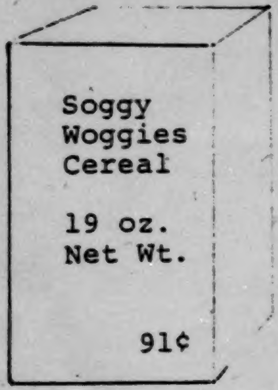
Below are three boxes of cereal. On each box is printed the price and the weight. Look at the prices and weights and then answer the two questions below.

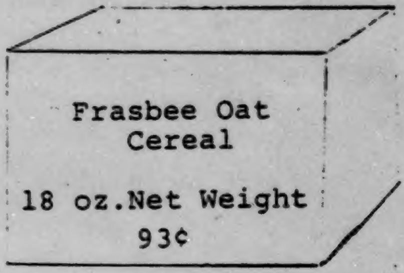
1. Which one of the three boxes of cereal contains the most cereal by weight?

   ____

2. Which one of the three boxes of cereal is the best buy? ____________


89¢
El Grosso
Cereal
17 oz.
Net Weight


Soggy
Woggies
Cereal
19 oz.
Net Wt.
91¢


Frasbee Oat
Cereal
18 oz.Net Weight
93¢

Below is a sales tax chart. Use it to answer this question. Then circle the the letter next to the amount which best answers the question.

How much is the tax on $.29?

Amount of Sale	*Tax*
.10 - .25	.01
.26 - .50	.02
.51 - .75	.03
.76 - 1.09	.04
1.10 - 1.25	.05
1.26 - 1.50	.06
1.51 - 1.75	.07
1.76 - 2.09	.08
2.10 - 2.25	.09
2.26 - 2.50	.10
2.51 - 2.75	.11
2.76 - 3.09	.12
3.10 - 3.25	.13
3.26 - 3.50	.14
3.51 - 3.75	.15
3.76 - 4.09	.16
4.10 - 4.25	.17
4.26 - 4.50	.18
4.51 - 4.75	.19
4.75 - 5.09	.20
5.10 - 5.25	.21
5.26 - 5.50	.22
5.51 - 5.75	.23
5.76 - 6.09	.24
6.10 - 6.25	.25

A .01

B .02

C .03

D .04

Below is a check stub from someone's pay check with the net pay missing. Use the information on the stub to determine the net pay. Then circle the letter next to the correct amount.

MOUNTAIN TOP MOTEL 1046
Period Ending 6/28/70 Employee Social Security # 608-33-1440

Earnings: Regular 480.00 Gross 480.00

Days sick 0 OT 0 Federal W.H. 72.33 FICA 29.00

Other Deductions $6.15 Net Pay ____________

Year-to-Date

Gross	Fed. W.H.	FICA	St. W.H.
2880.73	432.65	144.16	

- A 480.00
- B 372.52
- C 351.67
- D 432.65

06161 *P4

Below is a statement as to the earnings of an individual. Compute the answer to the question and write it down.

Manuel makes $2.00 an hour and works a 40-hour week. He is paid time and a half for overtime. How much would he earn if he worked 43 hours one week?

______

Circle the letter next to the response which best completes each of the statements below:

1. Nutrients essential to body development are provided by ____________________.

   A minerals

   B proteins

   C carbohydrates

   D vitamins

2. Fuel or energy for the body is made available by the intake of ______________.

   A minerals

   B carbohydrates

   C calcium

   D vitamins

07012 *P1

List five practices which should be performed at least once each day to contribute to your personal health. Then, in a sentence or two following each, indicate why each practice is performed.

241

07013 *P3

A watch with a second hand will be supplied by your teacher. Using the watch, take your own pulse rate and that of a classmate. Then run in place for three minutes and take your pulse again. Write down what the different rates were.

Think of some recreational activity in which you participate (athletics, hobbies, etc.), and write a paragraph on how this activity contributes to physical, mental and/or social development. If the activity does not contribute to any of these, so indicate. Also indicate whether your reason for participating is influenced by its benefit to these areas of development.

Prolonged deprivation of sleep can have all of the following effects upon the individual except one. Circle the letter of the one which is not caused by a deprivation of sleep.

A muscular weariness
B irritability
C increased respiration rate
D hallucinations

07016 *P1

Circle the letter next to the phrase which best completes the sentence below.

Proper and good posture is important not only for an attractive appearance, but is especially important in the development of children. Correct posture allows for the proper distribution of body weight which in turn ______________________________.

A helps to keep body weight down

B allows a person to grow taller

C means fewer vitamins are needed for body development

D means less stress is placed upon developing muscles

Circle the letter next to the best response to the question below.

If you are eating out at a restaurant and it is impossible to brush your teeth after eating, what would be the best thing to do under the circumstances in order to cleanse your teeth?

A Run your tongue along both sides of your teeth.
B Pick your teeth with a toothpick.
C Chew gum to pull out food particles.
D Rinse your mouth vigorously with water.

Circle the letter next to the response which best completes the sentence below.

Psychological tests and studies have shown that intensely crowded living conditions can produce an increased __________________________________.

A insensitivity to needs of others
B sex drive
C wish to die
D work production

All of the following, except one, are examples of emotional states which are being expressed in a physical way. Which one is most likely not to be a physical expression of emotion? Circle the letter next to it.

A blushing when being kissed
B sweating in rush hour traffic
C sneezing at a football game
D losing your appetite before a test

Below are four prevalent health problems in the United States.

1. auto accidents
2. malnutrition
3. cancer
4. obesity

Write a brief essay describing how to avoid each of the four health problems listed above.

Circle the letter next to the chemical substance which best completes the sentence below.

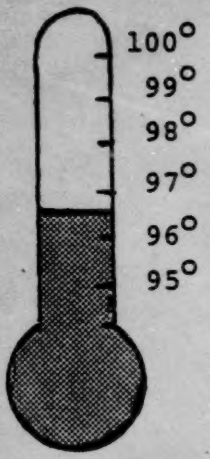
Many cities have begun a community-wide preventive dentistry program by adding a chemical substance to their water supply. This substance is known as

______________.

A fluoride
B chloride
C sodium chloride
D iodide

07031 *P6

Below are three thermometers. Read the temperature of each and write it below each one. Then circle G if the individual from which the thermometer was taken is probably in good health, and circle P if he/she is in poor health.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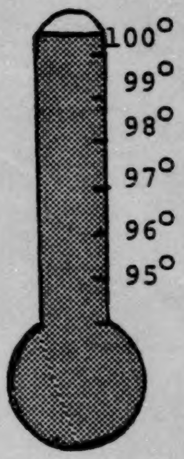
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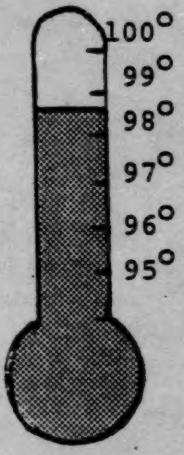
100°
99°
98°
97°
96°
95°

______ °   ______ °   ______ °

G P   G P   G P

Circle the letter next to the response which best completes each of the following sentences.

1. The major source of reliable information on the safety and effectiveness of drugs is ______________________________.

   A Reader's Digest

   B product labels

   C Department of Health, Education and Welfare

   D Food and Drug Administration

2. Those who need help in providing for medical care can apply to ______________.

   A Medicare

   B Red Cross

   C American Medical Association

   D Public Health services

Circle the letter next to the most appropriate answer to the question below.

If you felt that you had a mental health problem which you could not handle yourself and wanted professional help as quickly as possible, who would be the best individual to contact first?

A your physician
B county health department director
C local agency director of Health, Education and Welfare
D a teacher

Circle the letter beside the response below which best answers the question, "How does smoking affect the lungs?"

A It causes smokers to cough.

B It causes shortness of breath.

C It causes lung cancer.

D All of these.

Read the article below about controlling rats, then circle the letter next to the most correct answer to the question below.

1. What is the most important defense against rodents?

CONTROLLING RODENTS

Good housekeeping is the most important, indeed, the only indispensable defense against rodents. Openings around pipes or conduits, which rats may use as entranceways to buildings, can be filled with concrete, hot-poured coal tar pitch, or closed with metal guards and steel wool. One of the most common ways of ridding a premise of rodents is by chemically impregnated food baits. The best method is to put out nonpoisoned foods for several days and then add the poison. Traps can be used to eliminate rats where poison baits would be dangerous or undesirable.

A food and water
B dark hiding places
C good clean housekeeping
D a light bulb burning

List below four social and emotional problems. Beside them list an appropriate community referral service.

	Problems	Community Referral Services
1.		
2.		
3.		
4.		

1. Circle the letter next to the phrase which correctly completes the following sentence.

   When walking along a busy highway, the student will walk ____________________.

   A on the left
   B on the right
   C in the middle
   D will not walk on or near the highway

2. Check true if the statement below is correct, check false if it is not.

   In a busy city the best place to cross a street is in the middle of the block.

   ______ true ______ false

07101 *P5

Circle the letter next to the best answer to the question below.

If a pedestrian has just been hit by an automobile, but is still conscious and is lying next to the road, and it is a chilly evening, which of the following should be done?

A Get the pedestrian into a nearby heated car.

B Carry the pedestrian into a nearby field of soft grass.

C Let the pedestrian lie where he or she is and cover him or her with blankets.

D Get the pedestrian to sit up and speak with him or her to clear the daze.

07111 *P6

If your television were to suddenly catch on fire, there are certain things which you should do and certain things you should not do. Below is a list of 9 possible actions. Place an X in front of the 3 things you should do, and an O in front of the 3 things you definitely should not do. There are also 3 actions which are neither do's nor don'ts. Leave these blank.

____ Throw water on the T.V.

____ Unplug the T.V.

____ Pull out the burning tubes

____ Call your mother

____ Change channels

____ Call the fire department

____ Smother the fire with a blanket or rug

____ Open all the windows and doors

____ Turn on the radio for news

07121 *P2

Circle the letter next to the best of the four responses in order to complete the following example.

You are driving a long distance at night. You are beginning to feel drowsy and are having trouble keeping awake. The best and safest thing you can do is ____.

A have a cup of coffee
B roll down the window and turn up the radio
C stop the car and take a walk
D turn off the road and take a nap

List in the space provided below six laws or ordinances covering the operation of motor vehicles in this state.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Given the following information, circle the letter next to the best response to answer the question.

Imagine that the steering wheel is the face of a clock, with the top being 12 o'clock and the bottom being 6 o'clock. The correct position for a driver's hands while driving would be ____________.

A hands at 10 and 2 o'clock
B left hand at 12 o'clock, right hand on the shift
C hands at 12 and 6 o'clock
D hands at 5 and 7 o'clock

Circle the letter next to the response which best answers the question below.

Many drivers place extra weight in their trunk in order to increase traction when driving on ice and snow. What result of this action is most undesirable?

A reduces steering control
B decreases gas mileage
C decreases maximum speed
D uses up trunk space

Circle the letter next to the response which best answers the question below.

If your car starts to skid so that the rear of the automobile is sliding to the left, what is the best thing you can do?

A hold your steering wheel steady and pump your brakes
B brake hard
C steer to the left
D steer to the right

Circle the letter next to the best response to complete the sentence below.

Alcohol can be classified as a ____________________.

A stimulant
B depressant
C hallucinogen
D barbiturate

07127 *P10

List below five actions an automobile driver should perform or should avoid in order to protect bicyclists from accidents and injuries, and tell why these actions are recommended.

1. ______________________________.

2. ______________________________.

3. ______________________________.

4. ______________________________.

5. ______________________________.

07131 *P2

List eight aspects of marriage which should be discussed and agreed upon before a couple decides to marry.

07132 *P5

Read the list of expenses below and place an X next to the 3 which are not expected costs in having and rearing a child.

__ doctor and hospital delivery expense
__ moving expense
__ prenatal care
__ new car
__ food
__ clothing
__ post natal checkups
__ housing improvements
__ baby sitting

Decide whether you feel that children should be included in the decision-making process of the family. Then list four reasons why you feel that the children should or should not have a voice in decision making.

Read the following statements. Circle T if the statement is true and circle F if it is false.

1. T F Age is a deterrent to creativity.

2. T F Older individuals are not less intelligent, they just require more time.

3. T F There is a greater proportion of women than men at 65 years of age because there is a greater proportion of female babies.

4. T F There are certain diseases which are found exclusively in aged individuals.

5. T F Sixty-five year olds today are healthier than sixty-five year olds fifty years ago.

6. T F Compulsory retirement is essential due to the decreased work capabilities of the aged.

What is the greatest advantage and the greatest disadvantage to denying television to your child for a week because of not having homework done on time? Place an A next to the greatest advantage, and place a D next to the greatest disadvantage.

1. __ saves electricity
2. __ teaches the child that work needs to be accomplished on time or else unpleasant consequences will follow
3. __ leaves the child with nothing to do when homework is done
4. __ takes away the decision-making choice of the child
5. __ the child's eyes won't be hurt by the TV
6. __ won't know where the child is

Read the passage below and then respond to the questions that follow by writing short essay answers not to exceed 200 words each.

HELPING YOUR CHILD ADJUST TO THE NEW BABY

A child under six is likely to resent the arrival of a new baby and feel jealous. Here is what you can do to help him or her.

Tell your child about the new baby beforehand. A child under four has no understanding of time. Tell the child about the coming event a month or so before it is expected. Answer questions when they come up. Tell the child that a baby is growing inside your body. Skip things he or she can't understand. Tell older children as much as they can grasp. Answer all questions simply. You might even tell a story about the new baby, the hospital, and the whole family at home. This will help the child understand what will happen.

Does your child go to nursery school? If he or she wants to stay home while you are in the hospital, let him or her do so, if possible. What if your husband can't take the time off from work? Ask a grandmother or a favorite adult to come to the house. Most children would rather stay at their own home.

Call from the hospital every day. Tell your child that you feel fine and love and miss him or her. If rules permit, let your child visit you in the hospital, and come home with you.

When relatives come to visit, remind them to greet the older child first. If you take pictures, snap both children together.

Try to keep your home the way it was before the new baby's arrival. The normal noise of an older child will not wake a baby. If you have to move the older child out of the room he or she had before, do it way in advance. The child should not feel he or she is being forced out by the new baby.

Almost all children tend to slip back when there is a new baby in the house. They feel that if they act like babies, too, they will get as much attention as the new baby. A child may ask for a bottle, or may fall back on toilet training. This will be given up in a few weeks. Don't become upset. Tell the child how wonderful it is to be big. Let him or her stay up a little later because he or she is older. Give rewards. The child will soon know that the new baby is not a threat.

A mother may have to spend the time with a new baby that she used to spend with the older child. The older child should be made to feel a part of the adult world. He or she can help mother with chores. Maybe he or she can get the diapers or set the table.

Sometimes a child can be made to feel grown-up by having a doll, and can treat it the same way adults treat the baby. You can invite friends of the same age to your home more often.

Children feel better if they talk about their problems. Let the older child express his or her feelings to you. Explain that you understand these feelings. Point out that the baby will soon be a friend and playmate. Tell about his or her own babyhood. Children love to hear stories about themselves and to see their baby pictures. Tell what he or she used to be like as a baby. This will help the child understand the baby's needs.

Give your older child special times to him or herself. You can help in all these ways. And soon the child will realize that the new brother or sister is not a threat, but is a wonderful new part of the family.

Questions:

1. Why does a young child resent the baby?
2. When is the best time to tell your child about the pending arrival of a new baby?
3. How do some older children react to new babies?
4. Do you think little boys should be permitted to play with dolls? Discuss.
5. What are some other things not discussed in the selection that can help your child adjust to a new baby?
6. Who do you think would be most likely to resent a new baby more--boys or girls? Discuss.

07161 *P2

Circle the letter next to the response which best completes the following statement.

The quickest way for a new family in town to find housing which best meets their size, location and economic needs would be to ________________________.

A contact the local office of Housing and Urban Development (HUD)
B contact a real estate agency
C read the newspaper
D drive around looking for vacant houses

Circle the letter next to the response which best answers the following questions:

1. If your ten-year-old child is three hours late returning from the little league game and the coach doesn't know where he or she is, whom should you contact immediately?

   A your mother
   B your neighbor
   C the police
   D your minister

2. If your child refuses to go to school because the bigger children pick on him or her, to whom should you go for advice?

   A the fire department
   B your doctor
   C the Better Business Bureau
   D the school principal

08011 *P10

Indicate the correct answer to the question by circling the letter next to the best answer.

The United States Supreme Court Justices become judges on this highest court by what process?

A promoted from circuit courts
B popularly elected
C appointed by the President and confirmed by the Senate
D elected by the Senate

08012 *P4

Circle the answer which best completes the following statement.

In the United States, individual states are divided into smaller units usually called ________________.

- A wards
- B colonies
- C counties
- D homesteads

08013 *P1

Circle the letter next to the response which best answers the question below.

The fire department is generally administered and funded as a function of what governmental unit?

A county
B precinct
C city
D township

Circle the letter next to the sentence which best answers the question below.

The "checks and balances" system built into the United States Constitution is designed to prevent which of the following from happening?

A prevents one branch of government from being able to take control over the other two branches

B prevents the government from spending more than is budgeted for the fiscal year

C prevents Congressional members from overspending their charge accounts

D prevents the Supreme Court from holding state laws unconstitutional

Circle the letter next to the response which best completes the sentence below.

The Supreme Court of the United States has ruled that the control and regulation of pornography is a matter for ________________.

A the churches
B local government
C local businesses
D Congress

Circle the letter next to the answer which best completes the statement.

According to the Constitution, permission to have peaceful public meetings should be given to ______________________________.

A all groups
B most groups, if they are not too radical
C charity and nonprofit organizations
D government approved groups only

08031 *P9

Circle the letter next to the response which best completes the statement below.

The most effective method for an environmentalist group, such as the Sierra Club, to get pro-environmentalist legislation passed would be to ______________________________.

A get all of their members out to vote in the general election

B petition for a referendum

C lobby

D caucus

Put each of the following crimes under the correct heading: armed robbery, breach of the peace, extortion, murder, rape, shoplifting, speeding, treason.

Misdemeanor	Felony	Capital Crime
____________	____________	____________
____________	____________	____________
____________	____________	

Circle the letter next to the response which best answers the question below.

What is the primary function of a district attorney?

A To provide free legal assistance to those who cannot afford to pay for their own attorney.

B To represent the individual citizen when there is a legal action involving the state.

C To represent the state when prosecuting an individual for the breaking of a law.

D To act as an advisor to judges and to other attorneys in the district.

Circle the letter next to the phrase which best completes each sentence.

1. The federal government obtains its greatest source of income from ____________________.

   A income taxes
   B sales taxes
   C property taxes
   D government bonds

2. Local governments collect their greatest source of income from ____________________.

   A real estate taxes
   B income taxes
   C sales taxes
   D cigarette taxes

Given the following possible actions by automobile owners, which is most effective in reducing auto pollution and improving fuel economy? Circle the letter next to the most correct answer.

A get regular maintenance
B spend $70 a month on tune-ups
C burn only high octane gasoline
D drive with under-inflated tires

Circle the letter next to the best response to the question below.

You are unemployed and do not have money to buy groceries. Which agency or office is most likely to help you feed your family?

A unemployment office

B welfare office

C Red Cross

D labor union

08081 *P4

Three of the four items below are basic assumptions or principles of a capitalistic society. One is not. Circle the letter next to the one which is not.

A supply and demand
B oligopoly of industries
C laissez-faire government
D free enterprise

Circle the letter next to the phrase which best completes the sentence.

Families use budgets for the main purpose of ______________________________.

A Keeping an accurate record of what has been spent.

B Limiting savings to a controlled level.

C Planning for spending based on anticipated income and goals.

D Arranging for a comparative shopping program.

Circle the letter next to the phrase which best completes this statement.

The largest single factor in the cost of owning an automobile is ________________.

A maintenance

B depreciation

C fuel costs

D environmental pollution

Circle the letter next to the response which best answers the question below.

If you were to secure a loan for a new car, but failed to repay that loan, which one of the following four choices would be the least likely to occur because of your default on the loan?

A repossession of your car
B court proceedings
C savings account seized
D loss of credit rating

Circle the letter next to the response which best completes the sentence below.

The most convenient and safest way to carry money on a trip or vacation would be to carry _________.

A cashier's checks
B traveler's checks
C a money order
D certified checks

Circle the letter next to the phrase which best completes the statement.

When financing an automobile the cheapest source of credit would be ________________.

A a local finance company
B a sales finance company
C a credit union
D the dealer

Circle the letter next to the phrase which best completes the statement.

Life insurance is usually purchased as an attempt by the buyer to ______ ______________.

A control the premium
B reduce the risk of losses
C reduce the effects of inflation
D transfer the individual losses to the government

09021 *P3

Circle the letter next to the best answer to the question.

The highest rate of interest on individual savings deposits which is paid by a savings institution would come from which one of the following?

A credit union
B commercial bank
C savings and loan association
D mutual savings bank
E industrial thrift and loan institution

Circle the letter next to the statement which best answers the question.

Purchasing a large appliance item (e.g., a stove or refrigerator) on an installment credit plan would have what effect on a couple's future spending potential?

A It will be decreased.
B It will be increased.
C It will increase and then decrease.
D It will remain unchanged.

Circle the letter next to the phrase which best completes the sentence.

Using cost as the only factor, the least expensive manner for a buyer to obtain new clothing would be to purchase ______ ______________.

- A standard items
- B from specialty shops
- C second or flawed items on sale
- D out-of-season specials

09051 *P5

Circle the letter next to the statement which best answers the question below:

It is the beginning of a new year. Mary Percy has decided that this year she is going to save the records that are needed for income tax purposes. Which one of the following items should she keep, assuming that there is no state sales tax?

A receipt from B. J. Smith, M.D.
B receipt for car safety equipment required by federal government
C sales tag from a winter coat
D cancelled check paid to a local supermarket or grocery store

Circle the letter next to the phrase which best completes the statement below.

Under the Fair Credit Reporting Act consumers are required to ________.

A choose the lender with the lowest stated interest rate

B determine the present value of the loan

C notify merchants if they lose a credit card

D sue whenever defrauded

Circle the letter next to the phrase which best explains what Mr. Gibbs should do in the situation below.

G. W. Gibbs saw an advertisement for an air conditioner for $114.69 in the paper Monday morning. His wife had been after him to buy an air conditioner, so Tuesday afternoon he left work early and went to the appliance store. When Mr. Gibbs inquired about the air conditioner, the salesman told him that the last one had been sold "only an hour ago," but they had a "much better" model on "special" for $159.59. What Mr. Gibbs should do is:

A call a lawyer

B report the store to the Better Business Bureau for using "bait and switch" advertising

C consider the special as it may be better

D leave the store because there's nothing he can do anyway

Fraudulent trade practices can be characterized by all but one of the following. Circle the letter next to the statement which is not true about frauds.

A It is a deliberate distortion of the truth.

B It is difficult to prove fraudulent intention on the part of the seller.

C It is precisely defined by the courts.

D It should be identified so consumers can avoid such practices.

09071 *P1

Circle the letter next to the most appropriate response to complete the sentence below.

The most important reason that most goods made of iron and steel should always be covered with a coat of paint is that ________________________________.

A most product warranties require it

B it improves their appearance

C it retards rusting and lengthens the life of the goods

D paint makes the metal harder and stronger

List four methods of preventing the theft of or aiding in the recovery of car tape players or C.B. radios.

1. ______________________________.
2. ______________________________.
3. ______________________________.
4. ______________________________.

Read the material below and answer the questions which follow:

HOW TO USE THE NEWSPAPER TO FIND A JOB

Did you know that you can use the newspaper to find a job? Well, you can. There are two ways you can do this. The first is a news story. It may be part of a series on careers. There may be a phone number to call. Or the article could be just about one type of job. It may be something you would like to apply for.

The second place to find out about jobs is in the Classified Ads section. You need to know how to use it. Not all Want Ads are about jobs. So use the index. Help Wanted is a good start. But make sure you read the ad well. It may say "Help Wanted--Part time." If you want a full time job, this is not for you.

Do not apply for any jobs listed under Situations Wanted. This kind of ad is placed by a person who is looking for a job, not by employers.

You can find a job by reading ads. Don't wait until you need a job. Start looking now. Read all the different ads so you can see what kinds of jobs are available. Then see what kinds of qualifications you need to have for the job that interests you. Take courses or go to night school if you need to. You may have that special talent needed for a certain job.

Some ads are tricky. They are meant to mislead you. For example, an ad may not give the name of the company. Or an ad may not tell what kind of a job it is. Here is one ad that is a come-on: "Ladies, Earn Money at Home. No experience necessary. Send $1.00 to Box G for information." Your common sense should tell you that is one ad that you should not answer! Be sharp! Read between the lines!

Another type of come-on ad tries to get you to enroll for some type of training. But it does not advertise for help at all! It may read: "Earn up to $200.00 a week more by enrolling at the Money Saving School." You will note that the ad never said what type of work it would be.

You have to use your common sense when you read the Help Wanted Ads in the newspaper. Don't sign anything without reading it carefully. Be sure that you know what it means. Don't take someone else's word for it. Try to find out if the company you would like to work for is reliable. Do you know anyone who works there? Is it a business that has been running for a long time? How many people work there?

There are other ways that newspapers help you get work. There are articles written by experts. Sylvia Porter is one. Her column on money and business will tell you a lot about careers.

Your career is a big part of your life. You spend a lot of time in your job, so you should be happy at it. Think of what you really enjoy doing. Your hobby may lead to a career. Newspapers often carry stories about the lives of people and their successes. Often these stories will tell how these people started their careers.

Look at your newspaper. Find the Classified Ad Section. Take a pencil and check some of the jobs you would like. Are you trained for them? If not, what do you need to do to be qualified for them?

Be careful when you read the salaries. If an ad says $320.00 per month, divide by 4 to find out how much you would make a week. If you want to find out how much you would make a year, multiply the weekly salary by 52.

Newspapers can be a great help in getting you a job. But be fair to yourself. Start reading now. Be an early bird. (If you aren't, that great job as a welder may be only in your head!) Give yourself some time in finding a job. You'll be glad you did.

Questions:

1. Give an example of a come-on ad.
2. Who is Sylvia Porter?
3. Compare help wanted and situations wanted ads.
4. What are some of the things you should check before responding to an ad?
5. What types of ads may deceive the job seeker?
6. What other information would be useful to job seekers?

Circle the letter next to the response which best completes each sentence below or answers the question.

1. A person with a weak back would be more likely to still be hired in which of the following jobs?

   A truck driver
   B fireman
   C construction worker
   D teacher

2. The most important qualification for being a good salesperson is having good ______________________.

   A high school grades
   B communication skills
   C physical stamina
   D computing skills

3. Ex-police officers are often hired as security guards in office buildings because ___________.

   A of their experience
   B it is required by the National Security Council
   C they know most of the criminals
   D it is a part of the police retirement package

Read the paragraph below, then answer the question by circling the letter next to the job which is the best answer.

Isabelle Adams took a vocational interest test. She made high scores in the clerical and computation areas. Which job best fits her interests?

A stenographer
B payroll clerk
C courtroom clerk
D receptionist

Below is a list of possible careers that a person might choose to pursue. There is also a list of states given. For each career one of the states is most likely of the list to be where that occupation would be practiced. Place the number of the occupation next to the state in which it would most likely be practiced. There is to be only one occupation per state, so choose the best match.

1. Marine biologist
2. Tobacco farmer
3. Commercial salmon fisherman
4 Geologist for oil company
5. Engineer for automobile manufacturer
6. Meat packer
7. Breeder of race horses
8. Broadway actor

_____ New York

_____ Florida

_____ Iowa

_____ Kentucky

_____ Michigan

_____ Texas

_____ Virginia

_____ Washington

Circle the letter next to the best response to the question below.

If you were given an aptitude test and the scores indicated that you had a very high aptitude for both science and math, which of the following would be the best career to enter, considering only those test scores?

A Statistician
B Engineer
C Psychologist
D Bank Manager

Read the passage below and answer the questions which follow:

INTERVIEWING FOR A JOB

Are you looking for a job? You will have to talk to the person who hires people. The time you spend with him or her is important. You may be asked questions. You can ask questions, too. The person may be studying you. You can hurt your chances by saying too much or too little.
Remember these 12 things:

a) Learn all about the company before you go.
b) Take samples of your work if you have any. Plan to talk about your past work. Tell about your experiences.
c) A first meeting is important. Watch what you wear.
d) Don't argue. You might not agree. Keep cool. They could be testing you.
e) Don't be pushy. Let the interviewer take the lead.
f) Don't seem bored. Sit up. Look interested.
g) Don't be wishy-washy.
h) Don't brag about yourself. Try not to make yourself look too good
i) Let the interviewer bring up money. Don't mention it first.
j) Be on time. Don't drag the meeting out. Leave right away when it's time to go.
k) Look right at the person interviewing you. Smile!

Now answer these questions.

1. Who should take the lead during an interview?
2. What does the writer say about giving personal information?
3. List three things you should avoid during an interview.
4. Why are first impressions important during an interview?
5. What questions might you ask an interviewer?
6. From this information, how would you judge a person applying for a job?

Circle the letter next to the most appropriate answer to the question below.

Many companies employ the use of a suggestion box within their firms in order to encourage suggestions and new ideas from their employees. What is the best explanation for the utilization of the suggestion box?

A Employees can put their complaints into writing and give them to their employers; this will serve as a release for any anger or frustrations.
B The employers can avoid paying for new ideas.
C Some of the best and most practical ideas for changes come from those who work most closely to the situation.
D The foremen and employers don't have to waste valuable time by listening to the ideas in person.

10042 *P5

When working around machines, such as in a factory or machine shop, certain safety rules need to be followed. All of the following are good safety rules except one. Circle the letter next to the statement which would not be a good safety rule to follow.

A Wear rubber soled shoes to prevent slipping.
B Wear loose clothing for easy movement.
C Keep your hands away from moving parts of the machine.
D Take periodic breaks to relieve fatigue and monotony.

10043 *P1

Circle the letter next to the response which best answers the question below.

If a student has consistently missed 20 days or more of school each year of high school, a prospective employer would most likely assume which of the following?

A That the student is not being challenged by school, but as soon as s/he finds something which is challenging his/her attendance will improve
B That the student is so busy with working at a job outside of school supporting him/herself that s/he is too tired to go to school
C That the student is basically undependable and would be a poor risk as an employee
D That the student is out gaining practical experience which is more important than book learning

Circle the letter next to the most correct response to the following question.

In which of the following situations is an employee, under workmen's compensation, most likely to recover the costs of injuries received?

A A fellow worker leaves his or her station and an explosion occurs because of his or her absence and you are injured.

B You leave your station, without permission, an explosion occurs because of your absence and you are injured.

C On your way to work in the morning you are in a serious accident.

D You are mugged and robbed in the factory parking lot and you are injured.

Below is a list of occupations. Next to it is another list of various educational programs needed in order to enter the fields. Match the occupations with their requirements by placing the number of the educational requirement next to the appropriate occupation.

______	Plumber	1.	7 years college
______	Lawyer	2.	4 years college
______	High school teacher	3.	Apprenticeship
______	Mason	4.	2 years technical
______	Electrician	5.	On-the-job

The large number of school teachers who have graduated from college in the last ten years has caused a greater number of teachers than there are jobs for teachers. Many, therefore, had to seek other employment. Considering the types of skills that they acquired, which of the following fields would they be most likely to enter? Circle the letter next to that field.

A Insurance sales
B Medicine
C Carpentry
D Art